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ABSTRACT

Intended for use at the junior and senior high school levels, the teaching guide for a course in careers is based on the premise that the student needs to know as much as possible about himself in order to make intelligent choices. The major portion consists of lessons designed to promote self-understanding and rational decision-making. The remaining section is concerned with occupational exploration and includes learning activities, resources and materials, and information useful to the teacher of a course in careers. A 34-page section provides lists of references, an annotated bibliography, and projects related to career and vocational education. (NJ)

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CAREERS and YOU

A Teacher's Guide

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Lane County
Eugene Public Schools
200 North Monroe
Eugene, Oregon 97402

Millard Z. Pond, Superintendent

A Publication of the
Instruction Department 1972

To the user of these materials:

Students in junior and senior high school are required to make numerous decisions which may affect them the rest of their lives. It is believed that students need practice in making decisions and that they need to know as much as possible about themselves in order to make intelligent choices.

Another factor in presenting self-understanding materials is to humanize education for the student and to make the student more important than subject matter or particular courses.

These efforts will tend to make education more meaningful and realistic for the student. What he does in school today is directly related to his future and his needs. Only through a complete understanding of himself will the student be able to make good decisions and to recognize his role in education.

How to use these materials:

The material presented is intended for junior and senior high school use. It is doubtful that many of the standardized tests and other materials are appropriate for younger students. It is hoped that the users of this material will assist students in establishing confidential personal files and that the user will respect student decisions in making all or a part of his file personal property.

A suggested outline is provided which attempts to space major tests and examinations and includes some A-V materials. Persons using this material are encouraged to pick or choose from the materials as they see fit. Not all of the listed materials need be used.

Lou Hammer, Roosevelt Junior High
Pat Cramer, Spencer Butte Junior High
Dale McKrola, Madison Junior High
Carol Gorby, Cal Young Junior High

Summer Workshop, 1972

The following represents Career Education as defined by workshop participants.

The ultimate goal of public education should be to produce students that possess the necessary skills to enter adult society in some productive capacity. This is not to say that the student should move immediately into the occupational role that he will occupy for the remainder of his life, but that he should be able to enter society in a productive manner and support himself economically as he strives to achieve his life goals. Along with this economic self-sufficiency he should be able to function in a variety of career areas. These include a role as a citizen and as the member of a family unit. He should also be able to make use of the increasing amount of leisure time that is available in our culture. The aim of education should be to give the student experiences that prepare him to participate in the full range of life activities found in modern society.

When the young person enters junior high school he is entering a time when preparation for the various life roles encompassed by the term "careers" will become increasingly important in his educational experience. In District 4J philosophy the term "career" has come to mean functional areas into which the everyday activities of people can be classified.

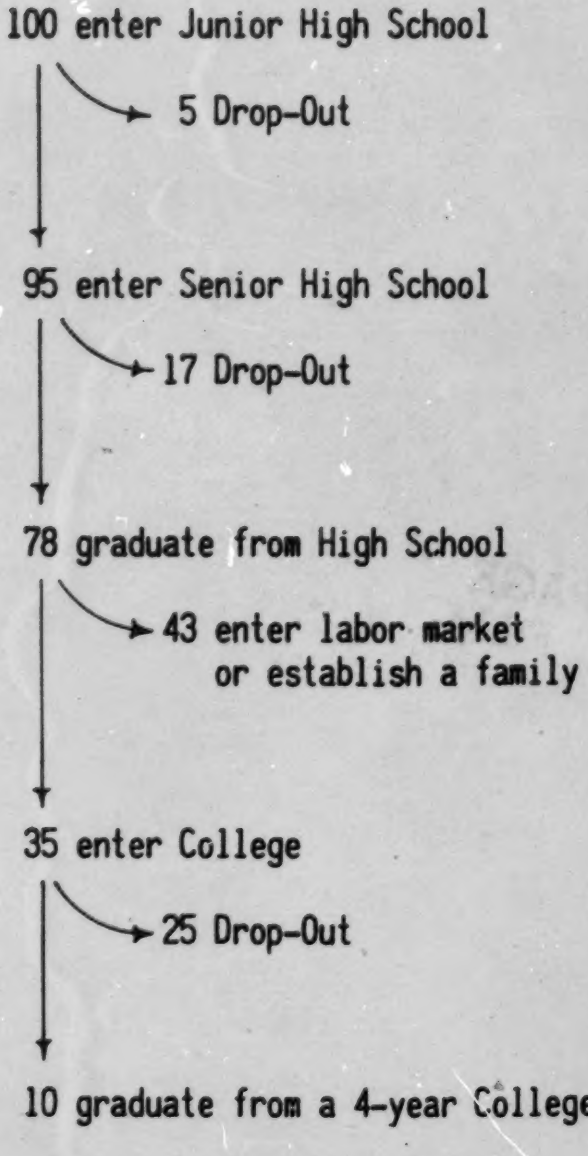
The young person as he moves into the world of career understanding does so at a time when he is undergoing rapid growth and the emotional adjustments that accompany the transition from a child into a young adult. It is a time in his life when he will be faced with more meaningful decisions than perhaps any other comparable period of time. Many of these decisions will be faced for the first time and many errors will be made. It is important then that the student be provided with knowledge and skills that will allow him to successfully face his rapidly expanding environment.

It is also important that these skills and knowledge be provided in an atmosphere that provides support and guidance as the student attempts to explore and understand the exciting and sometimes bewildering adult world that he is about to enter.

One of the most important tasks that a student must face is to begin to develop an understanding of himself. If he is to function successfully in any career he should come to a reasonable understanding of how he perceives himself, how he is seen by others and how these two perceptional experiences come together in his relationships with others. He should come to an understanding of his interest, aptitudes, skills, values and physical characteristics that will determine in part how well he will be able to adapt to new and challenging career situations. Through exploration, the student should become familiar with the great variety of life roles that he will likely be exposed to in the career experiences ahead of him. These include careers in a variety of areas. He will need to develop an understanding of what it means to function as a member of a family, to fulfill the responsibilities associated with citizenship in a democracy, to meet the challenges of an ever increasing opportunity for recreation in our society, and to achieve success in the world of work.

This understanding can be achieved in part through giving the student an opportunity to explore these roles and to develop relationships between these roles and his own particular characteristics as an individual. An understanding of the life roles associated with career areas can be achieved when the student is provided with experiences that provide the necessary knowledge and skills in a supportive and understanding environment.

"WHAT HAPPENS TO STUDENTS?"



On first seeing the stack of paper before you we would hope you would not be overwhelmed. It is our intention, as the writers of this material, that the individual teacher build his own sequence in self-awareness and career exploration. The exercises and ideas included should be used or not used as the teacher sees fit and in any order desired.

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NOTE:

It may seem to the reader of the materials on self-awareness that the authors of this guide do not advocate the use of audio-visuals in the classroom. This is not true. It was our charge to prepare written materials and find resources. In part II of this publication is a listing of audio-visual materials, some of which may be used in self-awareness. Also, we would recommend use of the Catalog of Community Resources, Field Trips and Classroom Visitations, 1972, published by Lane Intermediate Education District, Eugene, Oregon.

Self-Awareness

In writing and gathering materials, a general listing was made of the elements of self-awareness. The elements were grouped into areas of similarity as shown below:

1
- decision-making
- values and goals

2
- self-image
- interpersonal relations
- personality

3
- background--experiences
- interests
- abilities--aptitudes
- intelligence
- physical characteristics and abilities

GETTING ACQUAINTED. . . . .

Since much of the success of this program depends on students being able to interact constructively, it is important that all students know each other's first names at least. There are various ways to accomplish this. One that seems to work is to have students sit in a circle and designate one student to start the process by saying his first name. The person next to him says the first person's name and then adds his own. The third person says the first and second persons' names and then adds his own, etc.

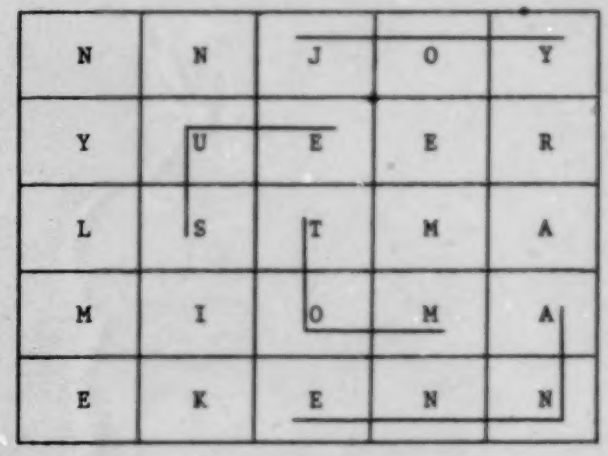
After students have completed the name-learning exercise then give students time to talk about themselves. Give the group two or three questions that each student can answer orally. For example: 1) Name something you did this summer that you enjoyed; 2) Name the people in your family; 3) Tell the worst experience you have had in the last two months. Students are given a few minutes to think and then each in turn answers the questions orally.

The following day, give the group a "quiz" on the people in the group. Make the quiz a fill-in test where students write other students' names in the appropriate blanks:

Examples:

The student who was involved in a boat accident this summer was _____.
The girl who wore all pink yesterday was _____.
_____ was the student who went to Germany for a month.

Another way to make students aware of each other's names is the line crossword puzzle. First names of persons are placed in a square grid so that a continuous line can be drawn from one letter to the next in order, without making a diagonal line. Sue, Tom, Anne, Joe, Joy, Ken, Mary, Mike, and Lynn may be found in the diagram shown. This will give you the idea. Use as many names of members of the group as possible to add personal interest. A crossword of 10 by 10 blocks is probably as large as manageable.



COMMUNICATIONS LAB

1. Introduction:

Communication is not only the saying of words. It involves much more:

You can say, "Gee, he's a nice person." (meaning it)
or, you can say, "Gee, he's a nice person." (not meaning it)

By the tone of my voice you can tell that I mean two opposite things even though I'm using the very same words.

Besides the tone of your voice, your facial expressions also communicate:

(Transparency 1--faces) (page 2-5)

How you are dressed--your appearance communicates:

(Transparency 2--clothes) (page 2-7)

We, as people, are constantly involved in communication. We are both transmitters and receivers:

(Transparency 3--transmitters and receivers) (page 2-9)

We transmit what we are thinking and feeling, what we really are by the way we dress, look, speak, and act. And, we receive the same kinds of clues from the people around us.

We are going to go through a series of experiments to see how much we know about communication.

2. Interpreting the tone of voice:

Listen to the tape. You will hear the same expression said two or more different ways. On the blank sheet of your kit, write what you think the difference is between the expressions (kit includes page 2-4 and a blank sheet of paper).

Play tape. Allow time between each set of expressions for students to write a response.

Note: Making a tape on tones of voice is fairly simple. Just take an expression and state it different ways. A good one is just the word "yes." Said different ways, "yes" says many things.

Ask students: What did you think was being said? How many agree? Anyone disagree? Why? Talk about miscommunication briefly.

3. Facial expressions:

Another important clue in communication is facial expressions, or how our faces appear at any given moment.

Sheet 2 of your kit is a checklist of various attitudes. You will see pictures of a number of people, one at a time. You will have a few minutes to evaluate each face, then check as many of the adjectives as you think fit that person. Use column 1 for face 1, column 2 for face 2, etc.

Before we start read over the words so you will be familiar with what is on the list. (Discuss any questions from students on the words. Tell them the two empty spaces are for filling in words not included that they want to use.)

Show face 1--give time to evaluate.

Did you think this face was _____? How many said it was _____? What made you think so? Anyone see it another way?

Continue to second face, etc.

Note: For the exercise on facial expressions you can cut faces from magazines and then either show them on an opaque projector or have slides made of the faces to show on a screen. Use faces of unknowns, not famous people.

It is hard to say how many faces to use. When a few kids are tired of the activity think about winding it up.

Say something like this to culminate: Even though we could not hear these people speak, we felt we knew a lot about them at the time of the picture. They communicated to us.

Note: The goal of this exercise is not that all people will see the same thing in a face, but similarity of response should be noted, for we depend on most people reading us the same way in order to interact effectively with others. It might be worth saying something about how we have to learn to read others by tone of voice and facial expression just as we learn to interpret language. Cultural differences could be noted.

4. Blind-sighted experiment:

Do in pairs. Select someone you do not know well. One member of each pair plays "blind" by closing his eyes. The other is sighted. Talk for three minutes about something. Reverse roles for a second three minutes.

Afterwards, follow up with a discussion on how students felt in each role. What difficulties did you have?

5. The black bag:

Have some unknown person to the group appear in a head-to-toe black bag (shoes should not show) or behind a screen. The group will interview the unknown person with questions that can be only answered "Yes" or "No."

The group then tells what kind of person this was they interviewed and why they felt that way. Afterwards the group should meet the unknown person and discuss with him or her their evaluation. Follow-up should be in terms of the importance of dress and facial expressions as clues to a person's personality and meaning in a given situation.

Note: Volunteers for this exercise might be parents, community people through the local volunteer service, university students, etc.

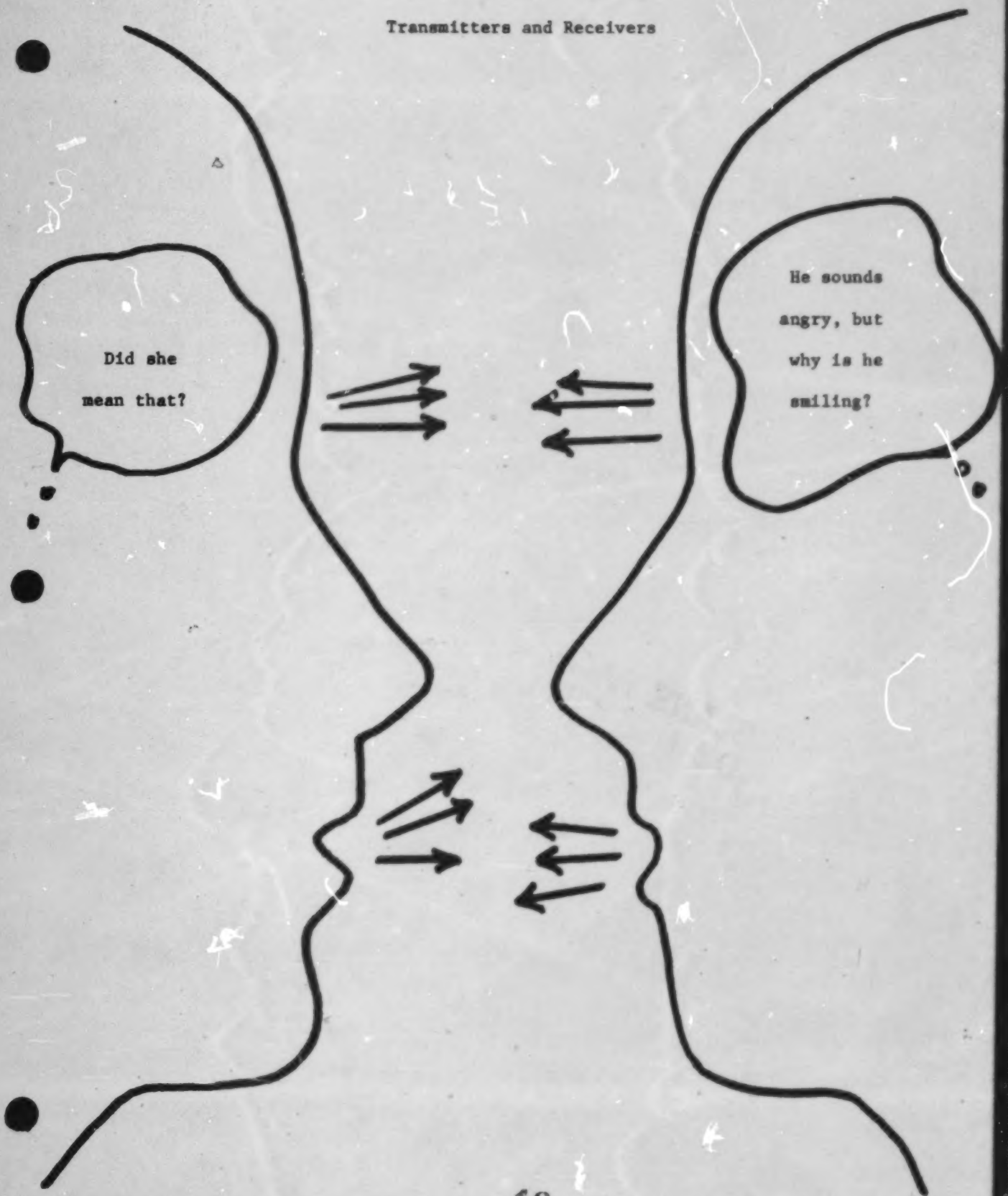
FACIAL EXPRESSIONS AND ATTITUDES CHECKLIST

	1	2	3	4	5	6		1	2	3	4	5	6
smart-aleck							determined						
phony							uptight						
depressed							pleasant						
content							puzzled						
worried							helpless						
happy							scared						
nervous							firm						
disgusted							shocked						
snobbish							concerned						
mischievous							hurt						
wants attention							lonely						
frustrated							wondering						
angry							sad						
calm							bored						
bewildered							flirtatious						
serious							dreary						
rebellious							dramatic						

WHAT DOES A FACE SAY?

YOUR CLOTHES TELL ABOUT YOU

Transmitters and Receivers



LOST ON THE MOON

You are in a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Mechanical difficulties, however, have forced your ship to crash-land at a spot some 200 miles from the rendezvous point. The rough landing damaged much of the equipment aboard. Since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200-mile trip. Below are listed 15 items left intact after landing. Your task is to rank them in terms of their importance to your crew in its attempt to reach the rendezvous point. Place number 1 by the most important item, number 2 by the second most important, and so on through number 15, the least important.

____ Box of matches

____ Food concentrate

____ 50 feet of nylon rope

____ Parachute silk

____ Portable heating unit

____ Two .45 calibre pistols

____ One case dehydrated milk

____ Two 100-pound tanks of oxygen

____ Stellar map (of the moon's constellation)

____ Life raft

____ Magnetic compass

____ 5 gallons of water

____ Signal flares

____ First-aid kit containing injection needles

____ Solar-powered FM receiver-transmitter

Directions for use

LOST ON THE MOON

By Barbara Luke
Fairfax County, Virginia

You are in a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Mechanical difficulties, however, have forced your ship to crash-land at a spot some 200 miles from the rendezvous point. The rough landing damaged much of the equipment aboard. Since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200-mile trip. Below are listed 15 items left intact after landing. Your task is to rank them in terms of their importance to your crew in its attempt to reach the rendezvous point. Place number 1 by the most important item, number 2 by the second most important, and so on through number 15, the least important.

____ Box of matches
____ Food concentrate
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____ Parachute silk
____ Portable heating unit
____ Two .45 calibre pistols
____ One case dehydrated milk
____ Two 100-pound tanks of oxygen
____ Stellar map (of the moon's constellation)
____ Life raft
____ Magnetic compass
____ 5 gallons of water
____ Signal flares
____ First-aid kit containing injection needles
____ Solar-powered FM receiver-transmitter

Participants work on the problem alone; then in groups of five or six, where they compare their individual rankings and agree on a common ranking for the group. Then a leader scores the individual and group results according to the correct rankings established by the space survival unit of NASA and posts the scores for class discussion.

Dividing naturally into three parts, the exercise can be completed in one session of an hour-and-a-half or over three class periods. Particularly suitable for grades 7 to 12, the exercise might also be used in some fifth and sixth grade classes. Its subject matter makes it especially relevant to science and social studies; and the ranking and scoring procedures might make it useful in a math class.

Setting up the exercise requires only three steps:

1. Choose two or three students who are competent in arithmetic to serve as a scoring committee. They can participate in Part One of the exercise and observe the rest. (Perhaps you could get some volunteers to do the mathematics before or after school.)

2. Devise a method for dividing the class into groups of five or six members. Each student will need an area on which to write, so groups might be formed around a large table or by moving desks to form small circles.

3. Prepare enough copies of the problem to have 2 for each student as well as 10 to 12 extra copies for the Group Summary forms.

Form the groups; briefly introduce the problem without going into details of the exercise, and provide each student with two copies of the problem sheet. Give each group a number and have the students put that number on their problem sheets. Instruct the students to work independently, ranking each item in order of its importance and recording the ranking on both sheets. As the students finish, have the scoring committee collect one copy from each student, keeping the groups separated.

Have each group work with its members' second copies to build a Group Summary Form by recording individual rankings on a single fresh copy of the problem.

While the groups are at work, have the scoring committee total the individual scores by comparing them with the key shown below. For each item, the score is the absolute difference between the student's ranking and the correct ranking. The total score is the sum of the scores for each item. The lowest score is the "best."

The scoring committee should also compute the average individual score and the range of individual scores of each group.

If the exercise is being conducted in one session, the groups move into Part Two as soon as they have had a chance to survey the Summary Form. Otherwise, the teacher collects the individual and summary forms and returns them to the groups at the start of the next session.

For Part Two, ask each group to complete one ranking representing the decision of the whole group. Emphasize that decisions are to be based on logic and fact rather than on any personal preference and should represent common agreement among group members rather than a simple majority vote. At this point discussion may become quite animated, and a group should have plenty of time to reach its decisions. Another paper listed these guidelines for reaching agreement.

(1) Avoid arguing for your own individual judgments. Approach the task on the basis of logic.
(2) Avoid changing your mind only in order to reach agreement and avoid conflict. Support only the solution with which you are able to agree somewhat, at least.
(3) Avoid "conflict-reducing" techniques such as a majority vote; averaging or trading in reaching decisions.
(4) View differences of opinion as helpful rather than as a hinderance in decision making.

As the groups finish, have the scoring committee collect and score the group sheets by the same method used for the individual forms. The scoring committee should also calculate the difference between each group's score and the average individual score for that group's members. The committee then prepares a sheet for each group listing the following information: average individual score, range, group score, and difference between average individual and group scores.

Part Three can be the continuation of a single session or the beginning of a third one. Because this is the part in which students learn about working in groups, it should be given a full half hour or more.

Begin by explaining the scoring key and scoring method and tell what information each group is receiving. Then use questions like the following (which can be written on the chalkboard) to make the exercise a learning experience.

1. Did the group do better than <u>any</u> individual? Did it do better than the <u>average</u> individual? Why?

2. Did some members have more influence than others?

3. How did your group reach agreement? What are the advantages and disadvantages of that method?

4. How did you feel working in the group?

5. What are the advantages and disadvantages or working as a group?

Give each group the final sheet prepared by the scoring committee; return the scored individual forms, and ask the groups to discuss the results separately for ten or fifteen minutes.

Once the groups have begun their individual discussions, make a chart on the chalkboard or newsprint comparing group results. It should look like the following table:

Group	Average Individual Score	Range High-Low	Group Score	Net Change
1	45	72-27	25	20
2	32	58-20	24	8
3	41	64-27	26	15
4	28	61-17	28	0

After the groups have had sufficient time for individual discussions, call their attention to the chart comparing group results and have the entire class discuss the differences.

Often the group that has taken the greatest amount of time to reach their decision will have the best score. Also, it is not uncommon to find that the group score will be better than that of any individual within the group. Sometimes a usually retiring class member will turn out to be more resourceful in working on the problem than the presumed class expert. The importance of identifying member resources, the different roles played by group members, the value of collaboration, different styles of group decision making and their consequences--these are some of the points to be derived from the experience.

SCORING KEY

Listed below are the correct rankings for the "Lost on the Moon" items, along with the reasons for the rankings provided by the NASA's space survival unit.

(15) Box of matches	Little or no use on moon
(4) Food concentrate	Supply daily food required
(6) 50 feet of nylon rope	Useful in tying injured, help in climbing
(8) Parachute silk	Shelter against sun's rays
(13) Portable heating unit	Useful only if party landed on dark side
(11) Two .45 calibre pistols	Self-propulsion devices could be made from them
(12) One case dehydrated milk	Food, mixed with water for drinking
(1) Two 100-pound tanks of oxygen	Fills respiration requirement
(3) Stellar map of the moon's constellation	One of principal means of finding directions
(9) Life raft	CO_2 bottles for self-propulsion across chasms, etc.
(14) Magnetic compass	Probably no magnetized poles; thus useless
(2) 5 gallons of water	Replenishes loss by sweating, etc.
(10) Signal flares	Distress call within line of sight
(7) First-aid kit containing injection needles	Oral pills or injection medicine valuable
(5) Solar-powered FM receiver-transmitter	Distress signal transmitter, possible communication with mother ship

SMALL AND LARGE GROUP ACTIVITIES

Some Discussion Topics:

What is an attractive personality for a girl? a boy?
Why do you like or dislike a person (not a particular one, but in general)?
What makes for popularity in school?
How do people act when they feel inferior?
How much conformity is necessary in order to feel well-adjusted in society?
How important are good looks?
Tell about a time when you felt angry with a teacher, friend, or parent.

Some Techniques:

1) To get students to look at how they interact in the small group, a tool like Communication Ratings (4-2, 4-3) would be useful.
2) Another way for students to get feedback on how well they work with others is to appoint an observing student for every 3-4 students. The group of 3-4 students would have an activity to do and the observer would just watch and listen. He should be cautioned not to interact with the group. At the end of the activity the observing student would fill out a rating sheet (4-4) on each member of the group. This technique would take special care on the part of the teacher in choosing the observers and judging the maturity of the total group. There must be a good trust feeling in the group.
3) A method to get the group itself to look at its own interaction is the Group Perception Survey (4-5). Each student fills in the first column as he sees his group's work. The teacher collects the surveys and tabulates the actual responses of a particular group in the second column. The surveys are then handed back to the students to fill in the over or under estimate column. He does this by subtracting the second column from the first so that if the second column is larger the student gets a negative number. Obviously, the ideal is a difference of zero. This instrument gives the student an indication of how well he perceives small group interaction.
4) Another technique for small group activity is the use of stations. Stations are areas positioned about a room with a different task to be completed at each station. Before this activity, brief a student to supervise at each station; these are station secretaries. Time at each station is limited so that at the end of the specified time students move to the next station. Eventually all students will work at each station. So that students know what group they belong to for each activity, put a sign at the station numbering the station. Then give each student a card which gives him an order to follow in his movement from station to station. This presupposes that the activities do not have to be completed in any particular order. The model enclosed will work for 29 students. It can be adapted for other sizes of classes.
5) The fishbowl technique is another method that might be useful (4-7).

Northwest Regional Educational Laboratory

COMMUNICATION RATINGS

DIRECTIONS: Rate each member, including yourself, on all four questions. Rate all members on one question before going on to the next. To make your ratings: read the two descriptions, A and B, for each question. Then choose the appropriate number from the scale below.

If He Is More Like A Than B			If He Is More Like B Than A		
Much More	Somewhat More	Slightly More	Slightly More	Somewhat More	Much More
6	5	4	3	2	1

---

1. HOW CLEARLY DOES HE COMMUNICATE IDEAS, INFORMATION AND SUGGESTIONS?

   A. He is easy to understand, gets to the point, and is neither too detailed nor too general.

   B. He is hard to understand. Perhaps he speaks in generalities, rambles, assumes too much or gives too many confusing details.

2. HOW CLEARLY DOES HE COMMUNICATE HIS FEELINGS?

   A. He is easy to understand. The way he acts and looks agrees with what he says he feels. He seems to know what he is feeling and be able to describe it.

   B. It's hard to know what he really feels. Perhaps he does not say how he feels or the way he acts and looks contradicts what he says he feels.

3. HOW MUCH DOES HE TRY TO UNDERSTAND THE IDEAS, INFORMATION, AND SUGGESTIONS OF OTHERS?

   A. He really tries to discover what others mean and how they see a situation, whether he agrees with them or not.

   B. He makes little effort to understand what others mean. He never checks how well he understands what another has said. Perhaps he is indifferent to the ideas of others or he assumes that he understands.

4. HOW MUCH DOES HE TRY TO UNDERSTAND WHAT OTHERS FEEL?

   A. It's easy to discuss your feelings with him because he really tries to understand. He does not jump to conclusions about what you feel but checks his understanding with you.

   B. It's hard to talk about your feelings with him. He seems to lose interest or get uncomfortable when others discuss feelings.

NWREL
Communication Ratings

Group _____ Session _____

Directions: List the names of all members, including yourself, in a standard order. Rate everyone on one question before going on to the next.

Group Members	Question 1	Question 2	Question 3	Question 4
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				

If He Is More Like A Than B . If He Is More Like B Than A

Much More	Somewhat More	Slightly More	Slightly More	Somewhat More	Much More

6- - - - - -5- - - - - - - - -4- - - - - - - - 3- - - - - -2- - - - - - - -1

NAME _____ _____

RATING: +2 always; +1 often; 0 didn't observe; -1 occasionally; -2 never

He helps others express their ideas	+2	+1	0	-1	-2
He tries to understand the feelings which others in the group express	+2	+1	0	-1	-2
He sympathizes with others when they have difficulty expressing themselves	+2	+1	0	-1	-2
He expresses ideas clearly and concisely	+2	+1	0	-1	-2
He expresses his own feelings	+2	+1	0	-1	-2
He is open to the ideas of others	+2	+1	0	-1	-2
He is persuasive	+2	+1	0	-1	-2
He listens and tries to use ideas raised by others	+2	+1	0	-1	-2
He helps others to express their feelings	+2	+1	0	-1	-2
He is warm and friendly	+2	+1	0	-1	-2
He encourages others to talk	+2	+1	0	-1	-2
He pursues his point aggressively	+2	+1	0	-1	-2
He tries out new ideas	+2	+1	0	-1	-2
He responds frankly and openly	+2	+1	0	-1	-2
He talks in such a way that others listen	+2	+1	0	-1	-2

NAME _____

GROUP _____

GROUP PERCEPTION SURVEY

Answer all questions on the basis of the most recent session of this group.

		Actual number of YES	Over- or under-estimate	
1. Did you have enough opportunity to talk during this session?	YES(___) NO (___)			
1A. Estimate how many in this group (counting yourself) marked YES to question 1	(___)	(___)	--(___)	1
2. Are you satisfied with the attention and consideration the group gave to your comments?	YES(___) NO (___)			
2A. Estimate how many in this group (counting yourself) marked YES to question 2	(___)	(___)	--(___)	2
3. Do you think this group has an "Ingroup" to which you feel you do not belong?	YES(___) NO (___)			
3A. Estimate how many in this group (counting yourself) marked YES to question 3	(___)	(___)	--(___)	3
4. Did you have feelings of irritation or impatience as a result of what was going on in the group that you did not openly describe?	YES(___) NO (___)			
4A. Estimate how many in this group (counting yourself) marked YES to question 4	(___)	(___)	--(___)	4
5. Did you feel hurt, embarrassed or put down by somebody without letting the other know?	YES(___) NO (___)			
5A. Estimate how many in this group (counting yourself) marked YES to question 5	(___)	(___)	--(___)	5
6. Did you agree with or like something another member said or did without letting the other know?	YES(___) NO (___)			
6A. Estimate how many in this group (counting yourself) marked YES to question 6	(___)	(___)	--(___)	6
7. Do you think the staff member was helpful to this group during this session?	YES(___) NO (___)			
7A. Estimate how many in this group (counting yourself) marked YES to question 7	(___)	(___)	--(___)	7
8. Was the experience and learning you gained from this session well worth the time, effort, and cost?	YES(___) NO (___)			
8A. Estimate how many in this group (counting yourself) marked YES to question 8	(___)	(___)	--(___)	8

STATIONS

APPOINT AHEAD:

SECRETARY GROUP I

SECRETARY GROUP II

SECRETARY GROUP III

SECRETARY GROUP IV

SECRETARY GROUP V

SECRETARY GROUP VI

ORDER OF ADVANCEMENT THROUGH STATIONS (one set per student):

1-2-3-4-5-6	1-4-5-6-2-3
2-3-4-5-6-1	2-5-6-1-3-4
3-4-5-6-1-2	3-6-1-2-4-5
4-5-6-1-2-3	4-1-2-3-5-6
5-6-1-2-3-4	5-2-3-4-6-1
6-1-2-3-4-5	6-3-4-5-1-2
1-3-4-5-6-2	1-5-6-2-3-4
2-4-5-6-1-3	2-6-1-3-4-5
3-5-6-1-2-4	3-1-2-4-5-6
4-6-1-2-3-5	4-2-3-5-6-1
5-1-2-3-4-6	5-3-4-6-1-2
6-2-3-4-5-1	

THE FISHBOWL*

Design for Discussion

Holding a useful discussion in a classroom of 25 or 30 students is not easy. Usually, a few students will be active while the rest sit it out. Many teachers have difficulty in getting students to address each other rather than the teacher, to stick to the topic, to listen, and to help others participate.

Such teachers may find the Fishbowl a deceptively simple but effective structure for discussion that spreads participation and helps each student become more aware of the part he and others play in a discussion. Suitable for grades 3 to 12, it can be carried out in 35 to 45 minutes in a class of as many as 30 students.

The Fishbowl is made up of an inner and an outer circle. After the circles form, the class is told that the inner group will discuss a topic while the outer gorup observes how the discussion is going. Observers, divided into subgroups, are given specific tasks related to what helps and what hinders a classroom discussion.

When the discussion is finished, the outer group shares and discusses its observations with the inner. Then the two groups change places and repeat the procedure. Everyone has a chance to be both participant and observer--to discuss the topic and to become more aware of what happens during a discussion.

Advance planning is important. The teacher must decide which planning tasks he should do and which can be shared with a planning committee. First, he should choose four or five students for the committee. Then he should convene it, make sure everyone knows what he is going to do and why, and assign the group tasks. The teacher (and the committee of students) must do five tasks before the scheduled time of the discussion:

1. Choose the topic for discussion. Questions like "What did you enjoy or dislike about this class yesterday?" and "Why do we learn about other countries?" make good topics for any grade level. "Should teen-agers go Dutch treat on dates?" and "How should party crashers be handled?" are lively topics in high school. The teacher might suggest several topics and let the student committee choose one of them. The only restrictions are that the topic should <u>not</u> call for or result in a decision for action by the class, such as "What should we <u>do</u> about boys who wear long hair in this class?" and it should not be likely to embarrass any student.
2. Decide what the teacher's role will be, if any.
3. Decide who will give the instructions during the discussions and who will be the timekeeper. (Careful timing is important.)
4. Choose some simple method of dividing the class into two groups. It is best to mix boys and girls, talkers and shy ones. Any random method should work, such as dividing by halves of the alphabet or putting half the girls and half the boys into each group.
5. Decide how to form the inner and outer circles. If the desks are immovable, have the students take seats so as to roughly form two circles.

*<u>Today's Education</u>, September, 1968.

The actual Fishbowl session takes place in five "Acts," preceded by a "Getting Ready" period. A typical Fishbowl might go like this:

GETTING READY (5 minutes)

The teacher or chosen chairman briefly explains the purpose of the exercise and tells how it will work. Then he divides the class into two groups: "Everyone whose last name begins with A to M will be in the inner circle; the rest in the outer."

He has the class form the two circles. "Members of the outer circle should listen to and watch the discussion in silence. Here are your assignments. Joe, Henry, Alice, and Bill, count how many put in their two cents' worth. Mary, Doris, John, and Harry, note which people look as if they want to say something but don't. Bob, Susan, Millie, and Gene, keep track of who gets interrupted and who does the interrupting."

ACT I (8 to 10 minutes)

The inner group begins its discussion while the outer group observes. Let's imagine a discussion in a math class on the topic "What I liked and didn't like about this class yesterday." It might begin something like this:

Virginia: You mean talk about what I liked about this class yesterday?
Chairman: Yes, anything you want to say.
Virginia: Well, let's face it, I'm not any good in math so it's not my favorite subject.
Pete: I think it's great. I like working problems.
Louise: That's because you're good in math. I get all nervous when the room's so silent, and I think everybody's going to get the answer but me.
Doug: I liked it. Joan and I always see who can get the answer first.
Joan: Yeah, and I'd beat you if you would.....
Walter: I usually like it, but I didn't understand the instructions yesterday.

And so on in this fashion. Brief silences may occur, but ordinarily a member of the group will break the silence. If it seems that no one has any more to say, the chairman can move to Act II.

ACT II (5 to 7 minutes)

The timekeeper calls time on the discussion. First the observers report on what they saw and heard, while the inner group listens silently.

John: Don seemed to be wanting to say something but didn't get a chance.
Doris: And Joan didn't finish.
Susan: I noticed that, too. Walter just broke right in.
Henry: All but two people said something.

And so on.

Then the inner group joins in, commenting on the observers' reports and the discussion.

Don: I was just trying to say that some people hold up the class by being slow.

Louise: I thought the discussion was going good when we were stopped.

And so on.

ACT III (8 to 10 minutes) and

ACT IV (5 to 7 minutes)

The groups reverse roles and repeat Acts I and II.

ACT V--EVALUATION

Write on the chalkboard: "(a) What things helped our discussion? (b) What hurt it?" Have each student write out his answers. Collect these.

If time permits, students can discuss what helped or hurt the discussion. If not, appoint a small committee to report on the written responses and hold the discussion later.

POINTERS FOR THE TEACHER

In the evaluation, the teacher might ask, "Why is it worthwhile to have this kind of discussion?" Versions of "It helps us to have a better class" should emerge in the students' responses. The teacher can add specifics that the class doesn't mention. (The teacher in our example could point out that we discover whether we are going too fast, whether instructions are clear, and how one person's behavior affects others.)

In summing up what helps and what hinders a discussion, the teacher should mention that discussion is better when we

-listen and build on what has been said before

-give others a chance and help those who seem to want to join in but don't

-accept other people's opinions as valid for them.

MODELING TECHNIQUES

In order to get students to be willing to express personal feelings and to say openly the kind of person he sees himself to be, the teacher has to be willing to be involved in this activity himself.

An early activity to get the teacher and the students thinking in this direction would be the use of "Let's Talk About Teachers" and then a follow-up discussion as a group (5-3). The teacher also might want to use the questionnaire, "Students See School" and look at the results together (5-5).

Modeling is a technique that can be very effective if the teacher is willing to use it and practice it himself. The use of modeling is based on the idea that people learn best by being shown how to do something and then trying it themselves instead of being told to do something and then trying it. Modeling is usually done in pairs. A modeling activity takes place in three steps:

> 1st person sets a situation and acts as the model of his own behavior. 2nd person reacts to the behavior.
>
> Roles interchange: 2nd person plays the role of the 1st person and 1st person reacts as he wishes a person would react to him in his original role.
>
> Back to original roles: 1st person is himself, 2nd person reacts as 1st person has shown him would be best.

This technique has great potential in terms of teaching people to think about their own reactions and behavior. For example: Suppose the situation involves anger. The modeling person (1st person above) has to think of a situation where he has experienced, or knows would produce, anger. In the second step he has to think out how another person would best react to minimize hurt in an angry situation with him. Also, this technique gives others insight into the other person. No two people react to the same thing in the same way.

To make modeling a useful technique in self-understanding, the teacher has to originally take the modeling role. Students have to see it work. It is against the idea of modeling for the teacher to introduce modeling by telling the students how to do it and then force some to try it.

Also, modeling is a tool and should be used when needed, not as an end in itself. The teacher would introduce modeling in terms of a particular class. For example, suppose the teacher does this:

> Teacher: "Yesterday I was in a bad mood. Since that is going to happen sometimes because I'm human too, I'd like to show you how best to work with me when I am like that."

The teacher then asks a student to interact with him and they go through the modeling procedure in front of the class. Afterwards, there will be some discussion. A few days later, another instance may arise where the teacher can again do the same kind of thing. Eventually the teacher can have two students do this. Again it would be best if this were a real situation, for example, two kids involved in an argument. Students would not model at the time of an argument because emotions would be too intense, but they might be asked to do it a day or so later when they can see things in perspective.

Another tool similar to modeling is role reversal. This would be most useful in a conflict situation. Two people in conflict reverse roles before the group to give them insight into each other's point of view.

> Example: Two students were involved in an argument at the beginning of class on Wednesday. Today is Friday and you ask the two students to look back at that situation. They first appear giving their own points of view, then they switch to argue the other's point of view. After this, the teacher may have them return to their own stands and then ask them if they see the situation differently than they had before. It is important that the teacher get both students to state how they felt when they reversed roles. Also, each student should say whether he felt the other had represented him well during the reversal. This may then lead to class discussion.

Role reversal may also be a good tool in dealing with problem students where you, the teacher, take the student's role and the student tries to see the situation from the teacher's point of view. The teacher might want to do this before a class or just in an after-school conference. Somehow this seems to be more effective than just having the student after school and the teacher scolds while the student feigns attention and remorse.

Role playing is an activity that also would be effective in self-understanding. Situations could be made up from experiences of the students that might help all to see themselves and others better.

> People-watching assignments: Assign students to watch for some incidents in everyday life of people interacting with other people. Have them write up briefly what they saw in a particular incident and be ready to describe it to the group. Tell the students they should take incidents between people they do not know so they can be unbiased observers. This activity could lead to many discussions on possible motivations for people to act in particular ways or might be a basis for role plays.
>
> An example might be: a storekeeper being rude to a hippie who has come into the store.

LET'S TALK ABOUT TEACHERS!!!

A group of students were asked to give a list of characteristics that they thought were important for a teacher to have. The following is a list in alphabetical order of the characteristics which they thought were important.

Individually rank these characteristics in the order of their importance to you, 1 through 14, 1 being the most important characteristic.

_____ Cooperativeness

_____ Democratic attitudes

_____ Fairness

_____ Flexibility

_____ Good disposition and consistent behavior

_____ Interest in pupil's problems

_____ Kindliness and consideration

_____ Knowledge of subject matter

_____ Patience

_____ Pleasing manner and appearance

_____ Sense of humor

_____ Skill in teaching

_____ Use of praise

_____ Wide interests

Break into groups of 6 or 7 and come to an agreement in your own group about the order of importance which these characteristics should be listed in.

STUDENTS SEE SCHOOL

There are many criticisms of schools today. You, as a student, are in a good position to know what schools are really like. Check yes or no on each statement below as to how it reflects your own feelings.

___Yes___No 1. Some teachers have you marked as good or bad before you enter their classes on the first day of school.

___Yes___No 2. I am a good student.

___Yes___No 3. I have considered dropping out of school.

___Yes___No 4. I know that the school cannot help me in home and family problems.

___Yes___No 5. Student council gives me a voice in school affairs.

___Yes___No 6. I am often in sympathy with students who get in trouble in class because I know why they do what they do.

___Yes___No 7. A student's grades are highly determined by how well the teacher likes him.

___Yes___No 8. I think I have the ability to succeed in college.

___Yes___No 9. School work is of little value to you in later life.

___Yes___No 10. There is no one at school whom I can go to for help with personal problems.

___Yes___No 11. I take part in after-school activities.

___Yes___No 12. I believe that, generally speaking, the world is becoming a better place in which to live.

___Yes___No 13. Most of my subjects in school are interesting.

___Yes___No 14. Teachers do not want to know students.

___Yes___No 15. Most of my classes require me to memorize lots of facts.

___Yes___No 16. I do not get along well with adults.

___Yes___No 17. All C's is a good report card.

___Yes___No 18. I like to know when I will be tested so I can cram for the tests.

___Yes___No 19. I would like to talk over my problems with someone.

___Yes___No 20. I work slowly so I often cannot complete my class work.

___Yes___No 21. I have no classes where I feel I can disagree with the teacher freely.

___Yes___No 22. I never have homework.

___Yes___No 23. School is fun.

___Yes___No 24. Teachers make a point to know each student as an individual so they can provide class work to fit their students.

___Yes___No 25. Many teachers do not like kids.

___Yes___No 26. Most teachers believe that there should be so many flunks every nine weeks.

___Yes___No 27. I know more than I show in my school work.

___Yes___No 28. Art won't help you much in life unless you become an artist or an art teacher.

___Yes___No 29. Certain types of kids just cannot make it in school because they can't sit quietly all the time.

___Yes___No 30. I have homework but never do it.

___Yes___No 31. I have had teachers who did not know my name.

___Yes___No 32. If a teacher says we will not be tested on a certain topic in the class I don't listen when that topic is discussed.

___Yes___No 33. Some students are treated unfairly.

___Yes___No 34. Teachers rarely ask for students' opinions.

___Yes___No 35. It is barely worthwhile to hand in late work--Some teachers will not accept it and others have such stiff penalties that the work barely counts.

___Yes___No 36. I daydream often in my classes.

___Yes___No 37. Teachers would like problem students to stay home.

___Yes___No 38. I know I am not a good student.

___Yes___No 39. When I begin to "catch on" in a class we move to a new topic so I am behind again.

___Yes___No 40. I am often in trouble in my classes.

___Yes___No 41. I do not volunteer to answer questions in class because I might be wrong.

___Yes___No 42. I am judged against other students continually and I know that I will never be able to compete with some of the kids.

___Yes___No 43. Subjects like math and English are more important than classes like shop or music.

___Yes___No 44. Teachers do not forget your past deeds. If I misbehave a few times I know I will pay for it for the rest of the year.

___Yes___No 45. I can talk freely about any problem with one or more of my teachers.

___Yes___No 46. I often feel it is useless to keep on trying to do all the things you are supposed to do.

___Yes___No 47. I plan to go to college after I finish high school.

___Yes___No 48. I wish I had more friends.

___Yes___No 49. I would not attend school if I could get away with it.

___Yes___No 50. I feel teachers usually treat pupils as fairly as they deserve.

STUDENT SCRAPBOOK

Since the goal of a program in self-understanding is to give a student a realistic picture of himself the student needs a means of looking at himself in total. Having students keep a notebook or scrapbook on themselves would seem a good vehicle for this. As students complete various activities and lists on themselves they could glue them into their scrapbook in some organized way. Students could make scrapbooks from newsprint and design covers that they felt represented them personally. Also, a section should be included that contained the student's private thoughts. Any work that he did not want to share could be placed in this section. If a student is going to be honest with himself he should not have to prepare his work at all times to please the teacher.

Over a period of time students should accumulate much material on themselves. It would then be a good idea to follow up with student-teacher conferences to look over the scrapbooks so that the teacher can help students see some direction to what they have been saying about themselves. Again, any of the work the student feels is private would not be discussed. A trust relationship is important.

All of the work the student does would be included in the scrapbook. Below are some brief assignments that the teacher can collect and then hand back to students to include in their scrapbooks.

Sentence completions:

This might be a good activity to use off and on for five minutes out of a period. Give the students a 3 x 5 card and have them complete sentences like these: (use these or make up some of your own to fit your students)

One thing I worry about is _____.

A thing that makes me different from any other person in the world is _____.

What worries me most about the future is _____.

My children won't have to _____ because _____.

Some people seem to want only to _____.

If I could have seven wishes _____.

My advice to the world would be _____.

Someday I'm going to _____.

Voting:

To give students some perspective on each other a useful technique might be the class count. The teacher just asks the class a question and requests a show of hands. Students can see things they have in common with others and also tell something about themselves without any real effort. There could be brief discussion also. The questions would not have to be on the same topic or about any particularly "heavy" topic.

Some sample questions:

How many went to the rodeo this summer?

How many read at least three books this summer?

How many went swimming more than five times this summer?

How many traveled out of Oregon this summer?

How many go to church at least once a month?

How many feel they are more lonely than most people?

How many have spent more than 3 days in the hospital since the age of 5?

How you spend your free time:

The students prepare a weekend diary, a diary of what they did their waking hours for one weekend. When completed the discussion could center around the concept that what we do says a lot about us. The group might get into the "action speaks louder than words" idea.

Weekly reaction sheet:

Have students respond on paper to the following kinds of questions so that the individual student can get a picture of how he spends his time generally:

Did you do anything this week that you are proud of? What?

Did you do anything this week which required more than 3 solid hours?

List one or two ways in which the week could have been better.

What did you do this week that made you very happy?

Are you happy with the way you spend your weekends?

STUDENT SELF-EVALUATION

Instructions to the teacher:

In the front part of the teaching guide for this course is a statement that explains the objectives and goals of this course in self-understanding. The purpose of this culminating exercise is to give the students an opportunity to evaluate themselves against those goals and objectives. They should find the answers to the following two questions:

1. Do I have a better understanding of myself after taking this course?

2. Do I now have a complete picture of myself as others see me?

This exercise is composed of two pictures, one boy and one girl. Listed on the paper are the various exercises, ideas and concepts developed in this course. Room has been left for you to add some of your own ideas.

As a student completes one of the listed items he should color in that part of the picture. That will be the part between two lines. By the time they have finished the course the entire picture should be colored. The coloring can be done with a soft lead pencil.

Optional Assignment:

The basic premise of this guide is that teachers use the material that fits their individual programs. Teachers who do not wish to use the above method of student self-evaluation should devise a method of their own. In all fairness to the students they should be given the opportunity to judge their own changes in behavior, attitude, and self growth because of having been in this course in self-understanding.

STUDENT SELF-EVALUATION

Instructions to the student:

Each of you is an individual. Each of you came into this class with certain interests, aptitudes, abilities, convictions, values, beliefs, physical characteristics, a certain amount of intelligence, and your own personality. You were you, but you were not quite sure what you were and wanted to find out.

You are being asked at this time, the completion of this course in self-understanding, to judge your progress toward a better understanding of yourself. You should be able to answer the following two questions:

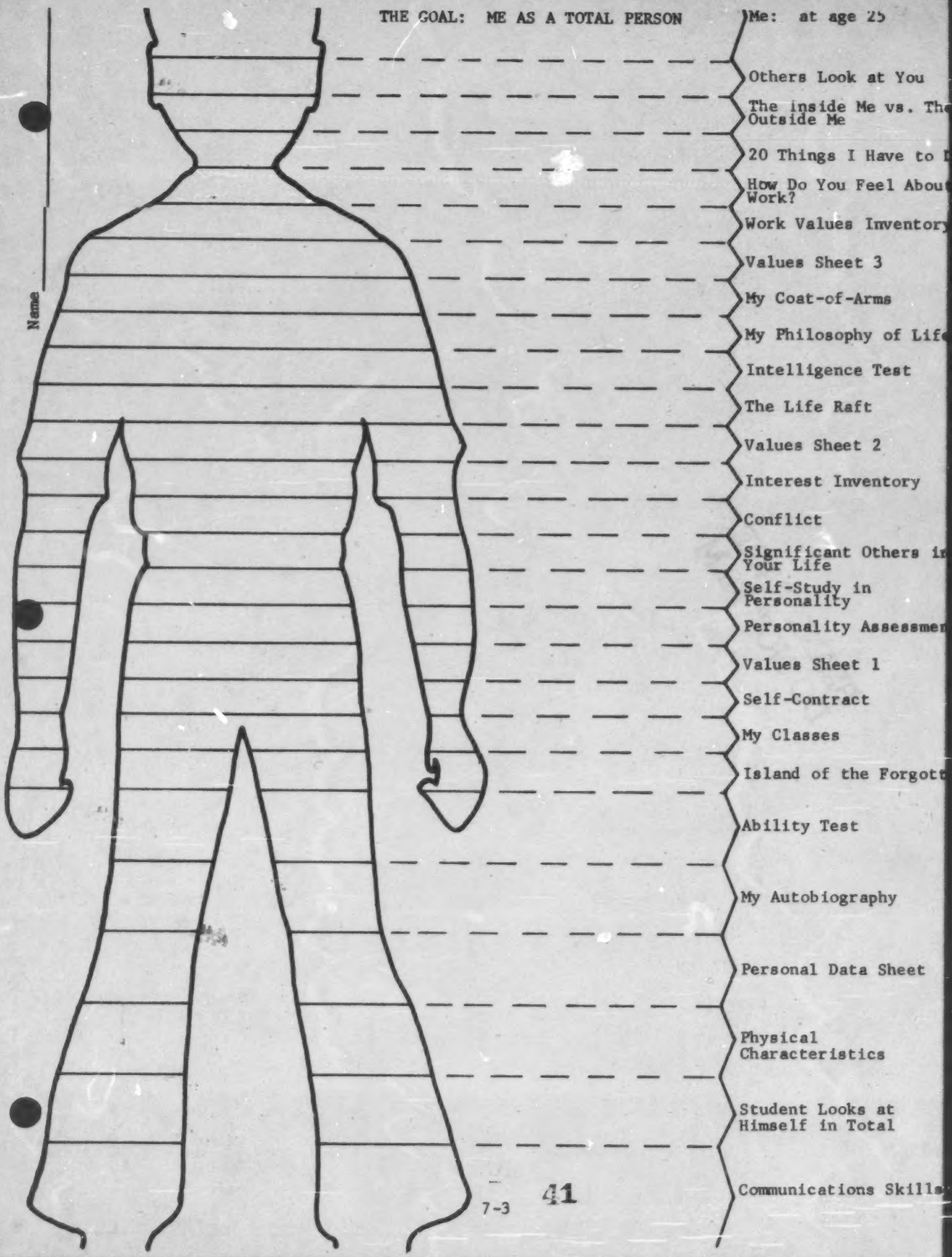
1. Do I now have a better understanding of myself after taking this course?

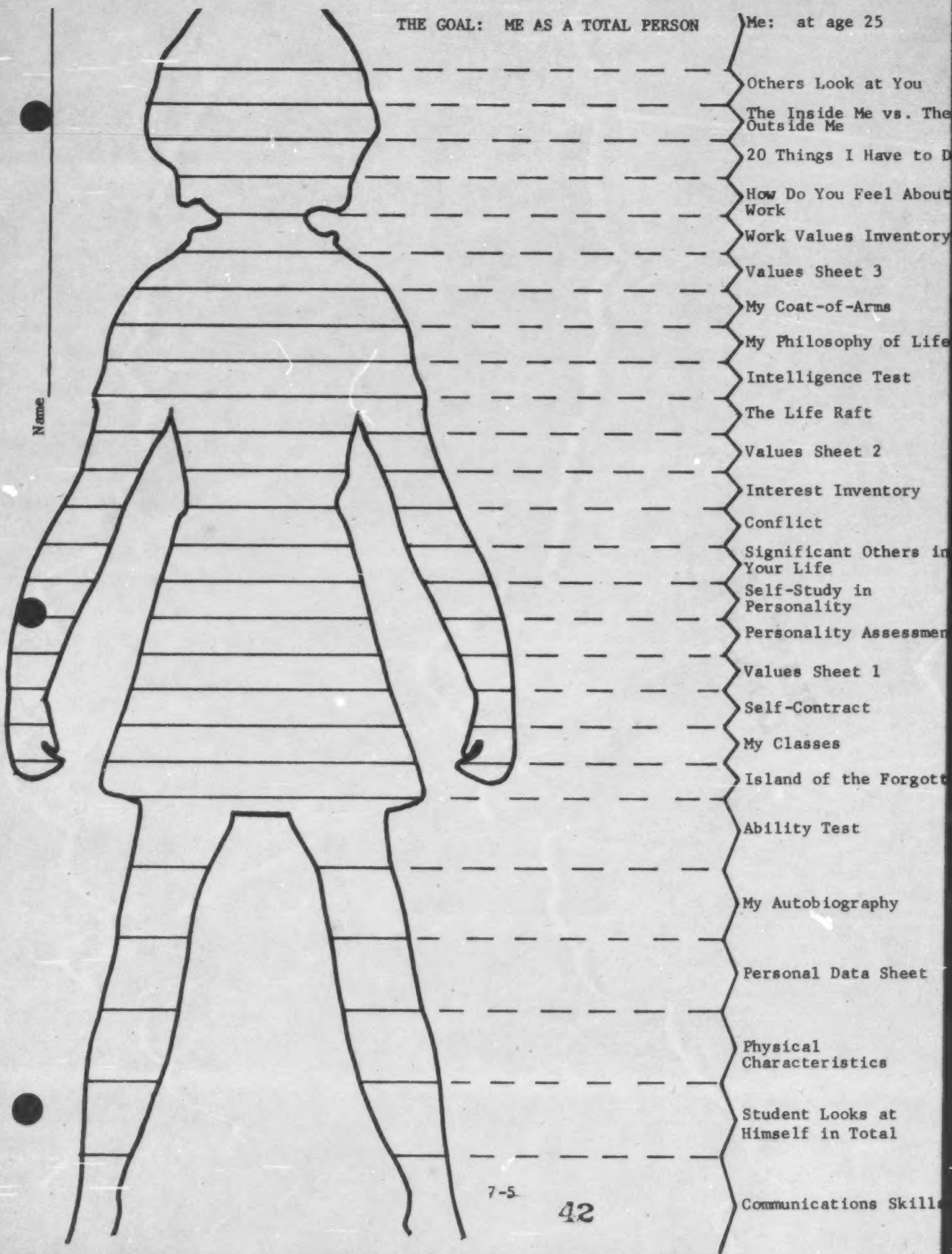
2. Do I now have a more complete, clearer picture of what others see in me?

Specific Assignment:

You are being given two drawings. Choose the one that fits you. Opposite each drawing is a list of the concepts and ideas developed in this course on self-understanding. Each idea is located next to two solid lines. As you finish each group of assignments dealing with a particular aspect of self-understanding, color in that section of the drawing between the two solid lines. At the conclusion of the course you should have a completely colored picture and hopefully a complete picture of yourself.

Your teacher will give you more detailed instructions and also some guidance on what you are to do when finished.


THE GOAL: ME AS A TOTAL PERSON
Me: at age 25
Name
Others Look at You
The inside Me vs. The Outside Me
20 Things I Have to D
How Do You Feel About Work?
Work Values Inventory
Values Sheet 3
My Coat-of-Arms
My Philosophy of Life
Intelligence Test
The Life Raft
Values Sheet 2
Interest Inventory
Conflict
Significant Others in Your Life
Self-Study in Personality
Personality Assessmen
Values Sheet 1
Self-Contract
My Classes
Island of the Forgott
Ability Test
My Autobiography
Personal Data Sheet
Physical Characteristics
Student Looks at Himself in Total
Communications Skills


THE GOAL: ME AS A TOTAL PERSON
Me: at age 25
Name
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Significant Others in Your Life
Self-Study in Personality
Personality Assessmen
Values Sheet 1
Self-Contract
My Classes
Island of the Forgott
Ability Test
My Autobiography
Personal Data Sheet
Physical Characteristics
Student Looks at Himself in Total
Communications Skill

THE STUDENT LOOKS AT HIMSELF IN TOTAL

It is important that the student get a picture of himself in total. The following instrument can be used at the beginning of the course and then again at the end of the course to help the student see growth in the perception of himself as a unique individual. Also the teacher might ask the student to complete the form in terms of the kind of person he wants to be as an adult. If the form is used in terms of the future it is important students look at the differences they indicate between now and the future. If there are differences what does the student think is going to cause the change? What steps will have to be taken to make the changes? Is the student willing to think and plan toward change? etc.

The rating sheet and personal graph will probably need direction from the teacher. It can be used with "How Do You Measure Up?" or separately.

How Do You Measure Up?

Name _____

Check the statements below that are true for you:

____ I am a person who takes a long time to make a decision because I have to consider everything before I make a decision.

____ I often find that I want to change my mind after a decision is made because I did not look at the whole situation.

____ I can make good quick decisions.

____ I am often in conflict with other people.

____ I believe argument is bad. Everyone should think as they wish.

____ I usually plan ahead. I rarely get caught unprepared for anything.

____ When it comes to work I put it off as long as I can.

____ Sometimes I like to do things just for my own good feelings even though other people may or may not be impressed.

____ I have some ideas of what kind of a job I want as an adult.

____ I have some ideas of jobs I definitely do not want as an adult.

____ Once I know what I want I will work hard to get it.

____ No matter who the person is if he or she tries to get me to do something I do not believe is right, I will not be swayed.

____ Sometimes I do things I believe are wrong because others talk me into it.

____ People cannot change their lives much even if they want to.

____ Very few people know what I am really like as a person.

____ I prefer being with a small group of people rather than a large one.

____ There are not many people that I really like.

____ There are not many people who really like me.

____ Most people are smarter than I am.

____ I am average or better than average looking.

____ Most people like me.

date: (circle one) as I start this course | as I finish this course | as I see the future

I often do not think about others' feelings when I speak and act.

____ I get along well with adults.

____ I am courteous most of the time.

____ People can trust me.

____ If I tell someone I will do something I will do it.

____ I am likely to tell people what they want to hear rather than what I really think.

____ I like the kids in my crowd but I don't want much to do with anyone else.

____ I would like to be a lot different from the person I am.

____ I like myself the way I am.

____ I make a good friend.

____ I have a knowledge of lots of things because I have seen many different things.

____ My height bothers me.

____ I am smarter than most people.

____ I have traveled out of the Pacific Northwest.

____ I have traveled in a foreign country besides Canada.

____ I speak or am studying a foreign language.

____ My family has not moved more than twice since I started first grade.

____ I have at least one hobby or activity that I do frequently in my spare time.

____ Sports do not interest me.

____ I like to watch sports but not play them.

____ My weight bothers me.

____ I can do most of the things we do in P.E. at least fairly well.

Even though I am not good in P.E. I am willing to try.

____ I can never find anything to do at home.

____ The only thing I ever do for fun is hang around with my friends.

How Do You Measure Up?

Name _____

RATE YOURSELF

Rate yourself from 1-10 on each item below. (10 is highest, 1 is lowest) Fill in your rating number in the blanks for each item.

My ability in making good decisions is _____.

My rating of myself as a friend is _____.

In terms of how I get along with other people in general, my rating would be _____.

I would say my physical looks would rate about a _____.

My physical coordination rates a _____.

I think my intelligence rating would be at _____.

When I think about how many interests I have in comparison to other people my age I think I rate a _____.

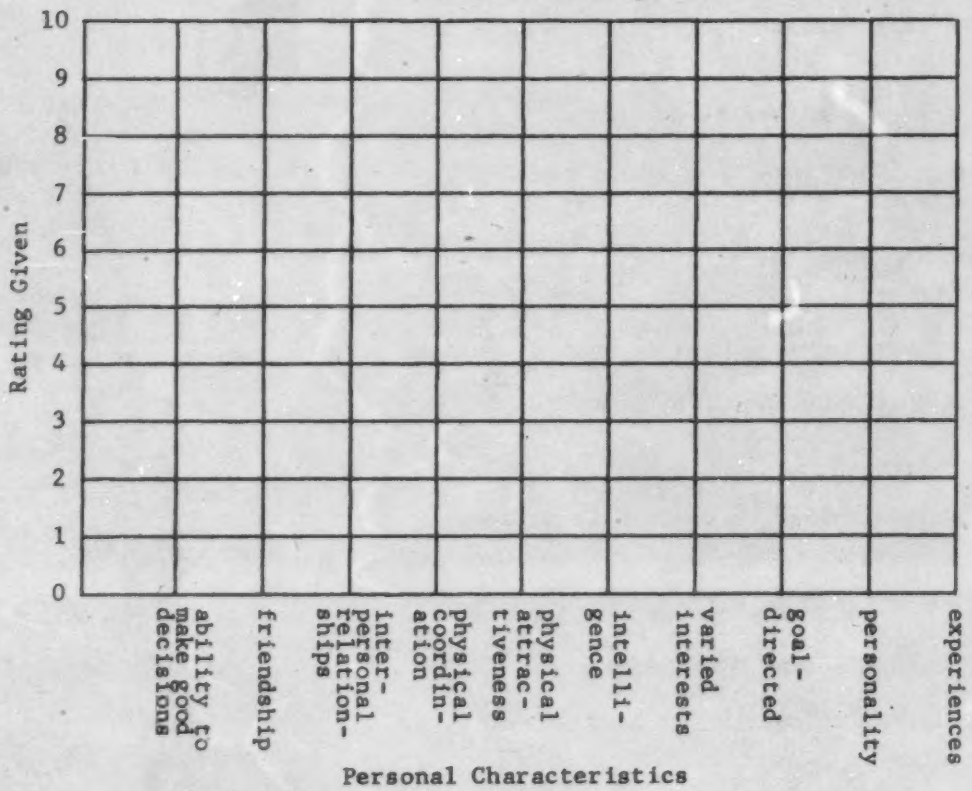
How often I set up my everyday life in terms of goals rates a _____.

My overall personality rates a _____.

In terms of having had many different experiences in my life so far, I would rate a _____.

Use your ratings to make the graph below:

Your Personal Graph



PHYSICAL CHARACTERISTICS

Physical characteristics include items such as height, weight, posture, etc., any defects or handicaps, weaknesses and strengths. It must be recognized, however, that many of the characteristics will change as students mature into adulthood.

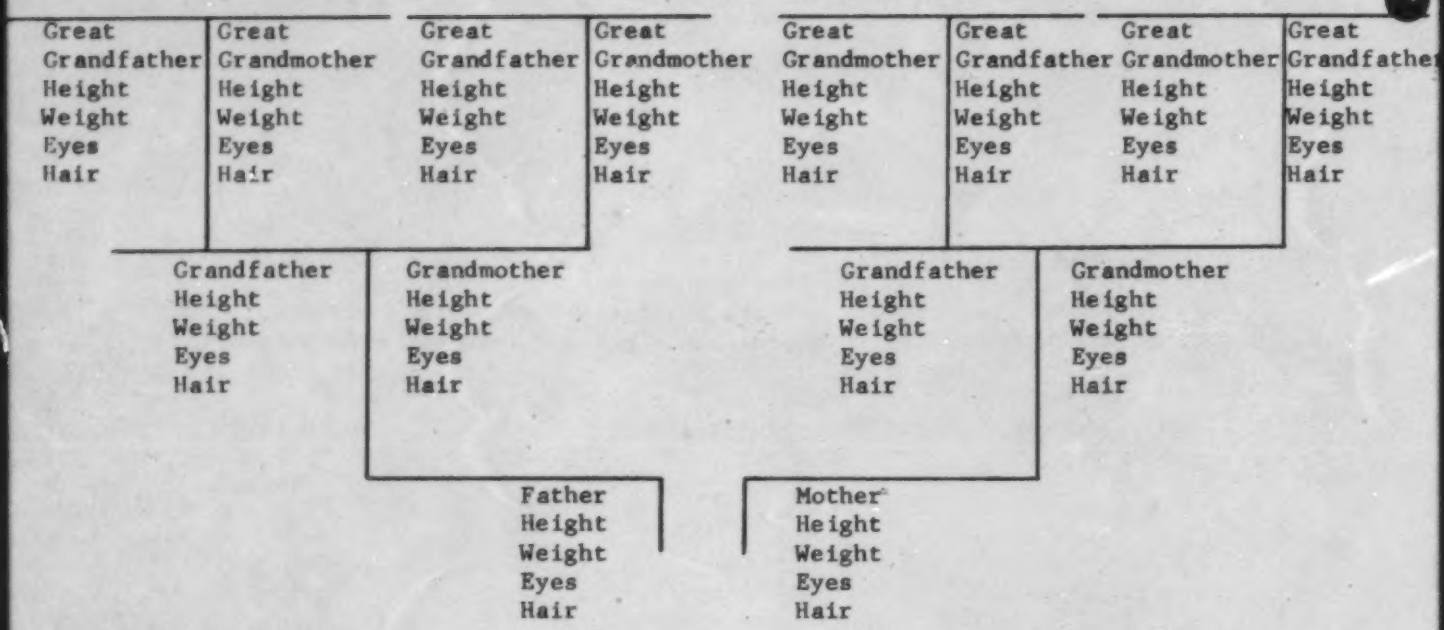
Suggested Activities:

1. Use results from school-wide P. E. testing.
2. Ask school nurse to explain health records to students and then go over them with individuals.
3. Ask school nurse or other person to talk about physical changes which are likely to occur during life.
4. Students may complete a self-evaluation of physical characteristics.
5. Students may talk with parents to find out about parent's families to determine possible future physical changes.
6. Take individual pictures so that students may place them in their file along with their physical characteristics.
7. Ask a science teacher to discuss heredity and physical characteristics.
8.
9.
10.

Student Materials Enclosed:

1. Self-evaluation of Physical Characteristics. Use 4J form #97-PPS. Students complete as much as possible. Use only student information portion.
2. Family Tree of Physical Characteristics.

FAMILY TREE OF PHYSICAL CHARACTERISTICS



Your Name _____

Projected Height _____

Projected Weight _____

Eyes _____

Hair _____

LANE COUNTY SCHOOLS
EUGENE DISTRICT NO. 4
Medical Report for Students (GRADES K-12)

TO BE FILLED IN BY PARENT BEFORE PHYSICAL EXAMINATION: (Please Print)

(School to be attending) Grade

Pupil's Name _____ Sex M F Birth _____
(Mo.) (Day) (Year)

Address _____ Home Phone _____
(Street or Rural Route) (Town)

Name of Parent or Guardian _____ Occupation of: Father _____ Mother _____

Name of Physician to be called in an emergency _____ Phone _____

Check the following information about your child:

1. Past Concussions	Yes*__ No__	8. Rheumatic Fever (Year___)	Yes*__ No__
Past Skull Fractures	Yes*__ No__	Scarlet Fever	Yes*__ No__
2. Neck Injury	Yes*__ No__	Heart Murmur	Yes*__ No__
3. History of muscle, bone, or joint disease	Yes*__ No__	9. Allergies: Asthma ___ Hay Fever___ Skin ___Poison Oak___ Bee Sting___ Other ___	Yes*__ No__
4. Glasses or contact lenses for athletics?	Yes*__ No__		
Loss or seriously impaired vision in one eye?	Yes*__ No__	10. Fainting Spells	Yes*__ No__
5. Pneumonia	Yes*__ No__	11. Epilepsy or other convulsive disorders, or seizures?	Yes*__ No__
Exposure to Tuberculosis	Yes*__ No__	12. Any other defect or operations	Yes*__ No__
6. Hernia	Yes*__ No__	13. Currently taking medication or shots?	Yes*__ No__
7. Diabetes	Yes*__ No__	14. Kidney Disease	Yes*__ No__

(*Describe items checked "Yes" on reverse side.)

IMMUNIZATION SUMMARY

	Last Booster	Booster Needed	Given at This Visit		Last Booster	Booster Needed	Given at This Visit
Smallpox	___	___	___	Polio - Oral	___	___	___
Diphtheria	___	___	___	Injection	___	___	___
Tetanus	___	___	___	Tuberculin Test	___	___	___
Measles (Vaccine)	___	___	___	Reaction	___	___	___

To be filled out and signed by examining physician.

DOCTORS' PHYSICAL EXAMINATION SUMMARY

Vision R 20/___ L 20/___ Height___ Weight___ Blood Pressure___

Significant illnesses or injuries _____

Examination	Satis.	Unsatis.	Examination	Satis.	Unsatis.
Teeth	___	___	Extremities	___	___
Hearing	___	___	Orthopedic	___	___
Cardiovascular	___	___	Neurological	___	___
Respiratory	___	___	Skin	___	___
Liver, spleen, kidney, hernia, genitalia	___	___	Indicated Lab. Tests	___	___
			Urinalysis negative for sugar	___	___

Comments on unsatisfactory conditions _____

PHYSICIAN'S STATEMENT

I have on this date examined the above student and recommend him/her as being physically able to participate in regularly scheduled physical education classes and compete in the supervised athletics NOT CIRCLED: BASEBALL, BASKETBALL, CROSS COUNTRY, FIELD HOCKEY, FOOTBALL, GOLF, GYMNASTICS, SKIING, SOCCER, SOFTBALL, SPEED-A-WAY, SWIMMING, TENNIS, TRACK, VOLLEYBALL, WRESTLING*, OTHER _____

*This boy may be permitted weight loss to make a lower weight class in WRESTLING. Yes___ No___
If "Yes" may lose _____ pounds. (Grades 7-12)

_____ Date

_____ Signature of Examining Physician

97-PPS

SOCIOGRAM

It might be valuable for the teacher to be aware of how students see others in the group. This would make it possible to set up role playing, case studies, etc., to include problems particular to the group. A technique often used to obtain this kind of information is the sociogram. Anonymity is important when using this tool. Also, the teacher should be very cautious in sharing the results with a class or individual students. The teacher will need to decide for himself what purposes will be served in sharing sociometric information and also if these purposes outweigh hurts that might occur. Included are two sociometric devices. The teacher should adapt either or both to fit the group he is polling.

Who Is Like This?*

1. I do not seem to be interested in anything. I sit quietly, dully, passively, bored much of the time in school and out of school. I don't care one way or the other. I am apathetic, disinterested.
   a. What students are VERY MUCH like this?
   b. What students are SOMEWHAT like this?

2. I am flighty. I am interested in a lot of things, but only for fleeting moments, then I get interested in something else. I can get started but I don't seem to be able to follow through. I am attracted to a million things, but I don't stick with anything long enough to do something about it. I fly rapidly from this to that.
   a. What students are VERY MUCH like this?
   b. What students are SOMEWHAT like this?

3. I am considered good-looking. I look like people in movies or in pictures. Some people may call me handsome or beautiful.
   a. What students are VERY MUCH like this?
   b. What students are SOMEWHAT like this?

4. It's hard for me to make up my mind. I take a long time to make decisions. I am full of doubts. I am very often very uncertain.
   (Same questions as above.)

5. I am very inconsistent. Today I may be for something, but tomorrow I may be against it. It's hard to tell what side I will be on. I say this, but I do that. Or sometimes I say one thing and then, later, say just the opposite.
   (Same questions)

6. I just seem to drift. I go from here to there without having much to do with it. And I don't care much. I go the way events take me. I don't struggle. Some people might call me a drifter.
   (Same questions)

7. I am well-coordinated. I may not be strong, but I can control my motions and can play sports well. Some people say I am graceful. I am not at all clumsy.
   (Same questions)

*Values and Teaching, Charles E. Merrill Co., 1966, pp. 179-181.

8. I like to conform to what is expected of me. I may conform to what a grown-up wants. I may conform to what other kids want. I may have one person to follow and I do whatever that person wants. But I don't want to be independent. I like to follow someone else's lead.
(Same questions)

9. I am just the opposite of a conformer--I like to dissent, to argue with anyone and everyone, to take the opposite point of view. I seem to be against most everything. I like to argue, complain, dissent.
(Same questions)

10. I like to make believe that I am someone else. I often play roles, pretending that I am somebody different, right in the classroom or outside. I like to act even when there is no play.
(Same questions)

Name _____

Here are some word pictures of people in this room. Guess who they are (it may be yourself). Think over your classmates and write after each statement the names of the people who may fit it.

1. This person tells others of good movies, records, or things to do out of school that others would enjoy.

2. This person often gets left out of games or activities because others seem not to notice him/her.

3. This person sometimes hits or pushes or yells at others in classes even when they didn't deserve it.

4. This person seems to spend a lot of time alone when others are having a good time.

5. This person often organizes games or other activities during breaks or at lunch.

6. This person often seems angry at others in classes.

7. This person often offers help to other students with problems they are having in or out of school.

During the next week, we are going to be working together in small groups. We will be working on different role-play situations. Please list, in order of preference, the three people with whom you'd like to work.

1.

2.

3.

Confidential

PERSONAL DATA SHEET*

Please circle the letter of the appropriate answer.

1. Are you: (A) Male (B) Female

2. How old were you on your last birthday?

   (A) 12 (B) 13 (C) 14 (D) 15 (E) 16 (F) 17

3. Where have you spent most of your life?

   (A) In this city, town, or county
   (B) In this state but outside this city, town, or county
   (C) In another state in the U. S.
   (D) In another country outside the U. S.

4. In what type of community have you spent most of your life? (Give your best estimate if you are not sure.)

   (A) In the open country or in a farming community
   (B) In a small town (less than 10,000 people) that was not a suburb
   (C) Inside a medium size city (10,000 to 100,000 people)
   (D) In a suburb of a medium size city
   (E) Inside a city of more than 100,000 people
   (F) In a suburb of a large city

5. How many people live in your home, including yourself, parents, brothers, sisters, relatives, and others who live with you?

   (A) 2 (B) 3 (C) 4 (D) 5 (E) 6 (F) 7 (G) 8 (H) 9 or more

6. How many brothers do you have who are older than you are? Include stepbrothers and half brothers, if any.

   (A) None (B) 1 (C) 2 (D) 3 (E) 4 (F) 5 or more

7. How many sisters do you have who are older than you are? Include stepsisters and half sisters, if any.

   (A) None (B) 1 (C) 2 (D) 3 (E) 4 (F) 5 or more

GO ON TO NEXT PAGE

*Adapted from Equality of Educational Opportunity, by James S. Coleman, et al, U. S. Office of Education Publication, 1966.

8. How many brothers do you have who are younger than you are? Include stepbrothers and half brothers, if any.

(A) None (B) 1 (C) 2 (D) 3 (E) 4 (F) 5 or more

9. How many sisters do you have who are younger than you are? Include stepsisters and half sisters, if any.

(A) None (B) 1 (C) 2 (D) 3 (E) 4 (F) 5 or more

10. How many of your <u>older</u> brothers and sisters left high school before finishing?

(A) Have no older brothers or sisters
(B) None
(C) 1
(D) 2
(E) 3
(F) 4
(G) 5 or more

11. Does anyone in your home speak a language other than English most of the time?

(A) Yes _____, if yes.
(B) No

12. Do you speak a language other than English outside of school?

(A) Yes, frequently
(B) Yes, occasionally
(C) Yes, rarely
(D) No

13. How many rooms are there in your home? Count only the rooms your family lives in. County the kitchen (if separate) but <u>not</u> bathrooms.

(A) 4 or less (B) 5 to 8 (C) 9 or more

14. Who is now acting as your father? If you are adopted, consider your adoptive father as your real father.

(A) My real father, who is living at home
(B) My real father, who is not living at home
(C) My stepfather
(D) My foster father
(E) My grandfather
(F) Another relative (uncle, etc.)
(G) Another adult
(H) No one

GO ON TO NEXT PAGE

15. Who is now acting as your mother? If you are adopted, consider your adoptive mother as your real mother.

(A) My real mother, who is living at home
(B) My real mother, who is not living at home
(C) My stepmother
(D) My foster mother
(E) My grandmother
(F) Another relative (aunt, etc.)
(G) Another adult
(H) No one

Please answer all questions about your parents in terms of your answers to questions 14 and 15. In situations where no one is now acting as mother or father, answer questions about your parents in terms of your real father and mother whether they are living or dead.

16. What work does your father do? You probably will not find his exact job listed, but circle the one that comes closest. If he is now out of work or if he's retired, mark the one that he usually did. Mark only his main job, if he works on more than one.

(A) Technical--such as draftsman, surveyor, medical or dental technician, etc.
(B) Official--such as manufacturer, officer in a large company, banker, government official or inspector, etc.
(C) Manager--such as sales manager, store manager, office manager, factory supervisor, etc.
(D) Semi-skilled worker--such as factory machine operator, bus or cab driver, meat cutter, etc.
(E) Clerical worker--such as bankteller, bookkeeper, sales clerk, office clerk, mail carrier, messenger, etc.
(F) Service worker--such as barber, waiter, etc.
(G) Protective worker--such as policeman, detective, sheriff, fireman, etc.
(H) Salesman--such as real estate or insurance
(I) Farm or ranch manager or owner
(J) Farm worker on one or more than one farm
(K) Workman or laborer--such as factory or mine worker, fisherman, filling station attendant, longshoreman, etc.
(L) Professional--such as accountant, artist, clergyman, dentist, doctor, engineer, lawyer, librarian, scientist, college professor, social worker, etc.
(M) Skilled worker or workman--such as baker, carpenter, electrician, enlisted man in the armed forces, mechanic, plumber, plasterer, tailor, foreman in a factory or mine, etc.
(N) Don't know

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17. How far in school did your father go?

(A) None, or some grade school
(B) Completed grade school
(C) Some high school, but did not graduate
(D) Graduated from high school
(E) Technical or business school after high school
(F) Some college but less than 4 years
(G) Graduated from a 4-year college
(H) Attended graduate or professional school
(I) Don't know

18. How far in school did your mother go?

(A) None, or some grade school
(B) Completed grade school
(C) Some high school, but did not graduate
(D) Graduated from high school
(E) Technical, nursing, or business school after high school
(F) Some college but less than 4 years
(G) Graduated from a 4-year college
(H) Attended graduate or professional school
(I) Don't know

19. In what type of community did your father live when he was about your age? (Give your best estimate if you are not sure.)

(A) In the open country or in a farming community
(B) In a small town (less than 10,000 people) that was not a suburb
(C) Inside a medium size city (10,000 to 100,000 people)
(D) In a suburb of a medium size city
(E) Inside a large city (100,000 or more people)
(F) In a suburb of a large city
(G) Don't know

20. In what type of community did yourmother live when she was about your age? (Give best estimate if you are not sure.)

(A) In the open country or in a farming community
(B) In a small town (less than 10,000 people) that was not a suburb
(C) Inside a medium size city (10,000 to 1000,000 people)
(D) In a suburb of a medium size city
(E) Inside a large city (100,000 or more people)
(F) In a suburb of a large city
(G) Don't know

21. Does your mother have a job outside your home?

(A) Yes, full-time
(B) Yes, part-time
(C) No
(D) _____ Name of job, if employed

GO ON TO NEXT PAGE

22. How good a student does your mother want you to be in school?

(A) One of the best students in my class
(B) Above the middle of the class
(C) In the middle of my class
(D) Just good enough to get by
(E) Don't know

23. How good a student does your father want you to be in school?

(A) One of the best students in my class
(B) Above the middle of the class
(C) In the middle of my class
(D) Just good enough to get by
(E) Don't know

24. How often do you and your parents talk about school work?

(A) Just about every day
(B) Once or twice a week
(C) Once or twice a month
(D) Never or hardly ever

25. How much education does your father want you to have?

(A) Doesn't care if I finish high school or not
(B) Finish high school only
(C) Technical, nursing, or business school after high school
(D) Some college but less than 4 years
(E) Graduate from a 4-year college
(F) Professional or graduate school
(G) Father is not at home
(H) Don't know

26. How much education does your mother want you to have?

(A) Doesn't care if I finish high school or not
(B) Finish high school only
(C) Technical, nursing, or business school after high school
(D) Some college but less than 4 years
(E) Graduate from a 4-year college
(F) Professional or graduate school
(G) Mother is not at home
(H) Don't know

27. Did anyone at home read to you when you were small, before you started school?

(A) No
(B) Once in a while
(C) Many times but not regularly
(D) Many times and regularly
(E) Don't remember

GO ON TO NEXT PAGE

The items listed below are things your family may have. Mark A if your family has it. Mark B if your family does not have it.

28. Television set

(A) Yes
(B) No

29. Telephone

(A) Yes
(B) No

30. Record player, hi fi, or stereo

(A) Yes
(B) No

31. Dictionary

(A) Yes
(B) No

32. Encyclopedia

(A) Yes
(B) No

33. Automobile

(A) Yes
(B) No

34. Daily newspaper

(A) Yes
(B) No

35. How often do you go to a public library or bookmobile (not your school library)?

(A) Once a week or more
(B) 2 or 3 times a month
(C) Once a month or less
(D) Never

36. How many magazines do you and your family get regularly at home?

(A) None
(B) 1 or 2
(C) 3 or 4
(D) 5 or more

37. How many books are in your home?

(A) None or very few (0 to 9)
(B) A few (10 to 24)
(C) One bookcase full (25 to 99)
(D) Two bookcases full (100 to 249)
(E) Three or more bookcases full (250 or more)

GO ON TO NEXT PAGE

38. Which one of the following best describes the program or curriculum you are enrolled in?

(A) General
(B) College preparatory
(C) Commercial or business
(D) Vocational
(E) Agriculture
(F) Industrial Arts
(G) Other

39. Did you enter the program you indicated in question 38 of your own choice, or were you assigned to it?

(A) My choice
(B) Assigned
(C) Only one program in my school

40. Did you go to kindergarten before you started the first grade?

(A) Yes (B) No

41. Did you go to nursery school before you went to kindergarten?

(A) Yes (B) No (C) Don't remember

42. About how many times have you changed schools since you started the first grade (not counting promotions from one school to another)?

(A) Never
(B) Once
(C) Twice
(D) Three times
(E) Four times or more

43. When was the last time you changed schools (not counting promotions from one school to another)?

(A) I have not changed schools
(B) Less than a year ago
(C) About one year ago
(D) About two years ago
(E) About three years ago
(F) About four years ago
(G) About five or more years ago

GO ON TO NEXT PAGE

44. How far do you want to go in school?

(A) I do not want to finish high school
(B) I want to finish high school only
(C) I want to go to technical, nursing, or business school after high school
(D) Some college training, but less than 4 years
(E) I want to graduate from a 4-year college
(F) I want to do professional or graduate work after I finish college

45. Have you ever read a college catalog?

(A) Yes (B) No

46. In the past 12 months, have you ever written to or talked to a college official about going to his college?

(A) Yes (B) No

47. Are you planning to go to college (junior or four-year college)?

(A) Definitly yes
(B) Probably yes
(C) Probably not
(D) Definitely not

48. How many books did you read (not including those required for school) over the past summer? Do not count magazines or comic books.

(A) None
(B) 1 to 5
(C) 6 to 10
(D) 11 to 15
(E) 16 to 20
(F) 21 or more

49. On an average school day, how much time do you spend watching TV outside of school?

(A) None or almost none
(B) About 1/2 hour a day
(C) About 1 hour a day
(D) About 1 1/2 hours a day
(E) About 2 hours a day
(F) About 3 hours a day
(G) 4 or more hours a day

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50. If something happened and you had to stop school now, how would you feel?

(A) Very happy--I'd like to quit
(B) I wouldn't care one way or the other
(C) I would be disappointed
(D) I'd try hard to continue
(E) I would do almost anything to stay in school

51. How good a student do you want to be in school?

(A) One of the best students in my class
(B) Above the middle of the class
(C) In the middle of my class
(D) Just good enough to get by
(E) I don't care

52. On an average school day, how much time do you spend studying outside of school?

(A) None or almost none
(B) About 1/2 hour a day
(C) About 1 hour a day
(D) About 1 1/2 hours a day
(E) About 2 hours a day
(F) About 3 hours a day
(G) 4 or more hours a day

53. About how many days were you absent from school last year?

(A) None
(B) 1 or 2 days
(C) 3 to 6 days
(D) 7 to 15 days
(E) 16 or more days

54. During the last school year, did you ever stay away from school just because you didn't want to come?

(A) No
(B) Yes, for 1 or 2 days
(C) Yes, for 3 to 6 days
(D) Yes, for 7 to 15 days
(E) Yes, for 16 or more days

55. What was the first grade you attended with students from another race in your class?

(A) 1st, 2nd, or 3rd
(B) 4th, 5th, or 6th
(C) 7th, 8th, or 9th
(D) Other _____ (explain)
(E) I have not had classes with students of another race

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56. Are you a member of a club for future teachers?

(A) Yes
(B) No
(C) There is not one in this school

57. Were you on any school athletic team last year as a player or manager?

(A) Yes
(B) No
(C) We didn't have any athletic teams in my school

58. Were you a member of the Student Council last year?

(A) Yes
(B) No
(C) We didn't have a student council

59. Did you participate in any debating, dramatics, or musical clubs last year?

(A) No
(B) Yes, I was an active member
(C) Yes, but I wasn't very active
(D) Our school does not have such clubs

60. Did you participate in any hobby clubs at school last year, such as photography, model building, crafts, etc.?

(A) No
(B) Yes, I was an active member
(C) Yes, but I wasn't an active member
(D) Our school does not have such clubs

61. What ability group or track are you in in your English class?

(A) The highest group or track
(B) The middle group
(C) The lower group
(D) Our school does not have ability grouping or tracks
(E) Don't know

62. How bright do you think you are in comparison with the other students in your grade?

(A) Among the brightest
(B) Above average
(C) Average
(D) Below average
(E) Among the lowest

GO ON TO NEXT PAGE

63. How do you and your friends rate socially in this school?

(A) At the top
(B) Near the top
(C) About the middle
(D) Near the bottom

64. Do you feel that you can get to see a guidance counselor when you want to or need to?

(A) Yes
(B) No
(C) We have no guidance counselor

65. How many times did you talk to a guidance counselor last year?

(A) Never
(B) Once
(C) Two or three times
(D) Four or five times
(E) Six or more times
(F) We had no guidance counselor

66. Has your teacher or counselor encouraged you to take further training after high school?

(A) Yes, to go to college
(B) Yes, for technical or advanced job training
(C) Yes, for business or commercial training
(D) Yes, for other training
(E) No

67. Would you enroll in a vocational (job training) program if one that interested you were offered in your high school?

(A) I am already in a vocational (job training) program
(B) Yes, I would enroll in such a program
(C) No, I would <u>not</u> enroll in such a program

If you answered B or C on question 67, skip to question 71.

68. Here is a list of the kinds of job training courses vocational students take in schools around the country. Mark the number of the program that comes closest to the one you would like during high school.

00. Agriculture (on farm production)
01. Agriculture (off farm, i.e. agriculture--business and others related to farming needs)
02. Air conditioning
03. Airplane mechanics
04. Auto body mechanics
05. Automotive mechanics
06. Brick or stone masonry

(continued on next page)

07. Cabinet making
08. Carpentry
09. Commercial art
10. Cooperative office or business training
11. Cosmetology (beauty culture)
12. Diesel mechanics
13. Distributive education
14. Electricity
15. Food trades
16. Foundry
17. Industrial cooperative training
18. Machine shop
19. Maid training (domestic service)
20. Needle trades
21. Painting and decorating
22. Plumbing (pipe fitting)
23. Practical nursing (health)
24. Printing
25. Radio-TV repair
26. Sheet metal work
27. Welding
28. Other_____ (name it)

69. Would you like to be in a work-study program in which the school and local employer cooperate to give students on-the-job training?

(A) Yes (B) No

70. Are you wanting training for the job you really want to work at when you finish high school?

(A) Yes
(B) No, I am not able to qualify for it
(C) No, the course is full and I have to take something else
(D) No, I will not try to take it
(E) There is no training for that job in this school

71. How good a student do your teachers expect you to be?

(A) One of the best students in my class
(B) Above the middle of the class
(C) In the middle of my class
(D) Just good enough to get by
(E) Don't know

72. People who accept their condition in life are happier than those who try to change things.

(A) Agree (B) Not sure (C) Disagree

73. Good luck is more important than hard work for success.

(A) Agree (B) Not sure (C) Disagree

GO ON TO NEXT PAGE

74. Every time I try to get ahead, something or somebody stops me.

(A) Agree (B) Not sure (C) Disagree

75. If a person is not successful in life, it is his own fault.

(A) Agree (B) Not sure (C) Disagree

76. Even with a good education, I'll have a hard time getting the right kind of job.

(A) Agree (B) Not sure (C) Disagree

77. I would make any sacrifice to get ahead in the world.

(A) Agree (B) Not sure (C) Disagree

78. If I could change, I would be someone different from myself.

(A) Agree (B) Not sure (C) Disagree

79. I sometimes feel that I just can't learn.

(A) Agree (B) Not sure (C) Disagree

80. I would do better in school work if teachers didn't go so fast.

(A) Agree (B) Not sure (C) Disagree

81. People like me don't have much of a chance to be successful in life.

(A) Agree (B) Not sure (C) Disagree

82. The tougher the job, the harder I work.

(A) Agree (B) Not sure (C) Disagree

83. I am able to do many things well.

(A) Agree (B) Not sure (C) Disagree

84. About how long does it take you to get from your home in the morning to school?

(A) 10 minutes or less
(B) 20 minutes
(C) 30 minutes
(D) 45 minutes
(E) One hour or more

GO ON TO NEXT PAGE

85. How do you usually come to school in the morning?

(A) By automobile
(B) Walk or bicycle
(C) School bus
(D) Bus, other than school bus
(E) Other _____ (explain)

86. When you finish your education, what sort of a job do you think you will have?

(A) Technical--such as draftsman, surveyor, medical or dental technician, etc.
(B) Official--such as manufacturer, officer in a large company, banker, government official or inspector, etc.
(C) Manager--such as sales manager, store manager, office manager, factory supervisor, etc.
(D) Proprietor or owner--such as owner of a small business, wholesaler, retailer, contractor, restaurant owner, etc.
(E) Semi-skilled worker--such as factory machine operator, bus or cab driver, meat cutter, etc.
(F) Clerical worker--such as bankteller, bookkeeper, sales clerk, office clerk, mail carrier, messenger, etc.
(G) Service worker--such as barber, waiter, etc.
(H) Protective worker--such as policeman, detective, sheriff, fireman, etc.
(I) Salesman--such as real estate or insurance salesman, factory representative, etc.
(J) Farm or ranch manager or owner
(K) Farm worker on one or more than one farm
(L) Workman or laborer--such as factory or mine worker, fisherman, filling station attendant, longshoreman, etc.
(M) Professional--such as accountant, artist, clergyman, dentist, doctor, engineer, lawyer, librarian, scientist, college professor, social worker, etc.
(N) Skilled worker or foreman--such as baker, carpenter, electrician, enlisted man in the armed forces, mechanic, plumber, plasterer, tailor, foreman in a factory or mine, etc.
(O) Don't know

87. What kind of school did you attend when you were in the eighth grade?

(A) A public school
(B) A private parochial school
(C) Another private school including military school
(D) Other _____ (explain)

WRITING AN AUTOBIOGRAPHY

This means the story of your life from earliest memories until the present time.

Assignment: Write a personal autobiography of your life from the age of five until the present time. Listed below are some questions you should try to answer about yourself.

1. My earliest memories (before age five if possible).
2. My life style and environment at age five or before school age.
3. My first year in school; early impressions, people, and ideas that influenced me.
4. My years in elementary school including memorable experiences that may have helped shape my character and personality.
5. My years in junior high school; indicate experiences that have contributed to make me what I am today.
6. My home life--parents, other family members, relatives.
7. Adults other than family members who have had an influence on my life.
8. Travel experiences.
9. Activities outside of school that have influenced me.
10. Other things that stand out in my memory as being important.

ABILITIES--APTITUDES

Abilities and aptitudes are things you can or cannot do well or special skills or knowledge which you possess. Perhaps the simplest method of finding these abilities in a systematic manner is through some type of standardized testing. Care must be taken in careful explanation of the pitfalls of standardized testing. The tests discussed below are but a few of perhaps many which could do the same thing. The choice of tests is left to the individual teacher.

Suggested activities (USE ONE OR THE OTHER OF THESE TESTS)

GATB (General Aptitude Test Battery). Time: Written portion, about 90 minutes; manual portion, about 30 minutes. Testing materials available through Lane IED and/or District 4J Office of Research. Testing materials free, response sheet has a small charge. This test must be administered by those who are certified by the U. S. Employment Service. Response sheets should be hand scored to obtain a raw score (about 5 minutes each). Lane IED will have the raw scores compiled and examined to print out an analysis for each student (cost 25¢ per student). Contact Ruth Betty at Lane IED for more information.

GATB measures nine aptitudes which have been found to be necessary for the successful performance of the tasks involved in many different types of work. In other words, this battery of tests measures occupational groups which include hundreds of jobs: jobs that need professional, clerical, mechanical, or manual skills for their performance.

The nine aptitudes measured by the GATB are: General Learning Ability, Verbal Aptitude, Numerical Aptitude, Spatial Aptitude, Form Perception, Clerical Perception, Motor Coordination, Finger Dexterity, Manual Dexterity.

For persons certified to administer the GATB, contact the District 4J Office of Research.

DAT (Differential Aptitude Tests). Time: slightly over 3 hours for the complete battery. Each school must order the materials for this test. No bulk quantities are available locally. Costs are as follows:

Test booklets. A set of two booklets is required. The test is available in either Form L or Form M.

Form L	(1E025)	Booklet 1	pkg. of 25	$8.80
Form L	(1E063)	Booklet 2	pkg. of 25	$8.80
Form M	(1E049)	Booklet 1	pkg. of 25	$8.80
Form M	(1E087)	Booklet 2	pkg. of 25	$8.80

Answer sheets. For hand scoring use the IBM 805

Complete Battery			
Form L	(1E324)	pkg. of 50	$11.50
	(1E336)	pkg. of 500	$94.00
Form M	(1E348)	pkg. of 50	$11.50
	(1E350)	pkg. of 500	$94.00

Scoring Keys. IBM 805, hand.

Form L	(1E506)	Each	$.80
Form M	(1E518)	Each	$.80

Reporting Form with Profile Sheet for Forms L and M.

	(1E714)	pkg. of 50	$ 1.40
	(1E726)	pkg. of 500	$10.50

Directions for Administration and Norms free if requested with order for booklets.

DAT is an excellent test for aptitude testing. It is easy to give and easy to score. It is scored by hand and the teacher can score a group of fifty people in about thirty minutes or it is even possible for the students to score themselves: It should be ordered through your counselor.

This test measures aptitude in eight general areas: Verbal Reasoning, Numerical Ability, Abstract Reasoning, Clerical Speed and Accuracy, Mechanical Reasoning, Space Relations, Language Usage Spelling, Language Usage Grammar.

The tests are timed at either thirty or twenty-five minutes with the exception of clerical speed and accuracy which is a three minute test. A combined score of 50% or more on Verbal Reasoning and Numerical Ability is supposed to indicate ability to do university level work.

The reliability of this test is very high. It may be ordered from the following company through your school counselor or Director of Pupil Personnel:

The Psychological Corporation
New York, New York 10017

Samples of these tests and sometimes even enough copies to administer are available from the testing department of Lane County Intermediate Education District.

ISLAND OF THE FORGOTTEN

To the teacher:

This is a writing exercise to get students to analyze what motivates students to do things. After the assignment is completed use group discussion to bring out the many different ways people dealt with the problem. Give students a chance to see the creativity involved. Talk about unique ideas students brought out.

Discussion on motivation:

Ask students to name some tasks they had to complete in the past few weeks. Examples might be: mowing the lawn, doing a math assignment, washing the dishes.

Then ask: Why did you do these tasks? Did it take force? Were you rewarded to do them? (money, privileges, etc.)

Do you ever do a task for your own satisfaction? What kinds of things do you do just for you?

Do you see that in the situation on the island you would be working just for you? You could survive on the island doing very little except gathering food. Anything else you did was by your own motivation. (define)

Think about yourself. Are most of the things you do completed because you just want to complete them or does there usually have to be a reward at the end? If you do things for your own satisfaction you are inner-motivated. If you work mostly for rewards you are outer-motivated.

Students fill out the worksheet provided and then rate themselves on a scale between the two extremes of inner-motivated and outer-motivated. Note: regarding filling in the chart, tell students to pretend they have the choice whether to do a task so that coercion from parents is not a factor.

At the conclusion of the exercise, point out that it is not "bad" to be outer-motivated. It just means a person has to set up rewards for himself to get things done. For example, he might know the lawn needs mowing but he is not motivated to do it so he tells himself if I get the lawn mowed I can go fishing. (see work on self-contracting)

ISLAND OF THE FORGOTTEN

Suppose you are piloting an airplane over the Pacific Ocean. You are alone. When you took off you told no one where you were going. After being in the air several hours a storm blows you off course, your radio no longer works, and your instruments register nothing. You have no idea where you are and fuel is running low. Ahead you see a small island. You crash land on the island to prevent a crash into the sea. You have food (nuts, berries, hunting provides meat) and fresh water on the island so survival is no problem. The climate of the area is tropical. Weeks pass and there is no sign of rescue. The radio is shattered to pieces. When you search through the wreckage of your plane you find the following:

masking tape
a 6-inch knife
3 small cans of paint, each a different color
a saw
a 3-inch by 1 1/2-inch piece of metal with a hole in the center, the metal is 1-inch thick
a rope
matches
a 5-foot pipe
20 feet of wire

On the island there is a small waterfall, two bees' nests, palm trees, rocks and sand. It is possible for you to get shelter in a couple of small caves. The animals on the island are no threat to your life. There are only rabbits, turtles, and monkeys on the island. Also there are various types of small birds.

Assume you are fairly certain that rescue will not come and trying to build a raft or boat to escape is out of the question. So you will live out your life on the island. How will you spend your time? Give as much detail as you can.

Name_____

MOTIVATION AND ME

List as many items as possible on each side of the table below:

Tasks I do because I know they ought to be done or I want to do them.	Tasks I do for rewards only even though I may know that they ought to be done.

Now, look over your lists. Does it seem to you that you are mostly inner-motivated or outer-motivated? Place an "x" on the line below which shows about where you are between the two:

Inner-Motivated _____ Outer-Motivated

MY CLASSES

1. For each of your classes write a brief statement of why you think you are there and what you should be achieving.

2. For each of your classes have your parents (if possible) write a brief statement of why they think you are in the class and what you should be achieving. (This part should be optional since some parents tend to be threatened by this type of activity.)

3. For each of your classes have your teacher write a brief statement of their goals for the student in the class. (*Warn teachers ahead of time.)

4. Analyze the above statements for agreement and conflict. Are the expectations reasonable and compatible? Have the student write a statement of what he thinks he is willing to do to resolve disagreement between his expectations for a class with those of the teachers and with those of his parents. Have the student write a list, in behavioral terms*, composite goals for each class.

5. For each class describe (in behavioral descriptions) five things, if possible, that are keeping you from achieving the composite goals.

6. For each class write a description (in behavioral terms) of five things you would be doing if you were doing as well as possible. (That is, achieving your objectives under 4.)

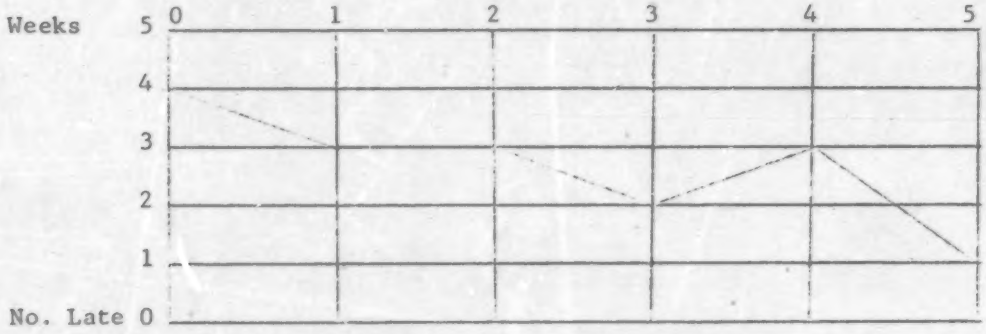
7. Using your goals, negative points and good points, construct a force field analysis.

Now — Goals

Strong Points --> <-- Weak Points

8. Select at least one weak or strong point to either increase or decrease to move you toward your goal.

9. Construct a record device:
a unit of measure, behavior to time
For example: late to class per week
hand in assignment per week



Measurement device should be constructed so that information is meaningful. Pick an appropriate time span so that behavior occurs enough times to make comparison valuable.

OBJECTIVES OF LESSON

1. Attitude

   To develop in the student an awareness that he has a role to play in defining what he gets out of class and that he can take action to improve his learning experiences.

2. Skills

   a. To recognize and describe behavior (When behavior is described correctly there is little doubt as to when it has occurred.)
      For example: (goofing off) vs. (teacher asked me to be quiet)
      matter of opinion
      indefinite precise

   b. The student learns to use force field analysis in deciding a plan of action in achieving goals.

   c. Student learns how to construct a record device as means of presenting data in a meaningful way.

Opinion

I consider the ability to use a device such as a force field analysis as an important goal in education. It teaches a way to organize one's thoughts for effective action.

STUDENT PROJECT: A SELF-CONTRACT

In an earlier exercise students discussed intrinsic motivation vs. extrinsic motivation. Also students examined the work they each were doing presently in schools. Most students know they should try their best in school but often if they don't like a particular subject or have difficulty with a subject they find it hard to try. This is an example where a student might want to contract himself to do something he doesn't really want to do.

The self-contract project is a way to familiarize students with a tool that may be used by anyone to complete an unpleasant task. Self-contracts seem to work best when a person has something to do that he knows he ought to do, or must do, but somehow just cannot get started or keep at it once it is started. The basis of self-contracting is that each person sets rewards for himself throughout the task so that he is continually getting something he wants for something he doesn't want to do.

When setting up rewards it is important that the rewards are available to the person under contract. For example: it does no good for a student to promise himself a trip to Hawaii for finishing his math assignment if he cannot finance the trip, or his parents won't let him go. At the same time the student must choose what is rewarding for himself. A Hershey bar is no reward if you are allergic to chocolate.

Step 1. In class, have students divide a sheet of paper in 2 parts vertically.

Assignment: On the left side list 15 small rewards for me at home
Examples: chewing gum
listening to one side of an LP

On the right side list 7 bigger rewards for me
Examples: camping with friends
going to a movie

Once students complete this assignment have them share their rewards and add to their lists as others bring up rewards that they think they might like also.

Step 2. Explain self-contracting

To write a self-contract the student first thinks of a task for himself.

He then picks a big reward that he will get when the task is completed. Be sure the reward is attainable. Also, make sure it is a reward that won't be gotten whether the task is completed or not. So, if a student knows he is going camping he cannot set camping as his reward unless he can stay home if he doesn't finish the task.

Once the reward is set the student then breaks the task into smaller tasks. (See sample contract on page 17-3) He chooses a reward for each step. Remind him he can have no reward he does not earn.

Once the contract is written the student is ready to work through the contract at his own convenience.

Step 3. Students pick their own tasks. Write up the steps for completion of the task and the rewards for each step. Students can use the reward lists that they wrote as a resource for rewards. For the sake of the assignment specify that the task must be completed within a week.

Step 4. Each student shares orally the task he has chosen for himself and his overall reward. (The teacher can confer with students who indicate they have had trouble with the assignment so far.)

Step 5. Give students one week to complete the contract. One week later students should turn in their written contracts and the answers to the following questions:

(1) Self-contracting may not work for everyone but it might be useful to some. Did your contract work for you? Did you complete your task?

(2) If you did not complete your task, why not?

(3) What difficulties did you have in your contract?

(4) Did you pick good rewards for yourself?

(5) Maybe you didn't need so many rewards. Did you find that the contract got in your way so that you wanted to continue to work but had to stop for a reward as promised?

(6) Did you find you needed more rewards than you gave yourself?

(7) What did you learn about yourself through self-contracting? How well can you work under a contract?

(8) Did you learn anything about how honest you are with yourself? Did you sometimes take rewards when you didn't finish the step you were supposed to?

(9) Did you take every reward you promised yourself?

(10) How long did your whole contract take to complete?

(11) Do you think you might use self-contracting again when you have an unpleasant task to do? Why or why not?

Step 6. Allow students to discuss their contracts in class if they want to. Also, what uses contracting might have for them.

SAMPLE SELF-CONTRACT

Task: Cleaning my bedroom on Saturday

Overall reward: I can go to the movie with two friends on Saturday night.

1.	change the sheets on my bed and make the bed	turn on the radio to listen to while I work
2.	pick up clothes and junk straighten closet	I get to burn incense while I work
3.	wash my bedroom window	drink a coke from the refrigerator
4.	scrape candle wax off dresser and dust the furniture	play with my dog for 10 minutes
5.	vacuum the carpet	finished! call Jane and tell her I can go to the movie!

VALUES SHEET 1*

Position 1: Some people say that each individual is responsible for himself. They believe that if each person took this responsibility that all men would be better off. It is the people who expect others to take care of them that cause many problems for all of us, they say.

Position 2: Other people say that each person has responsibility toward all men. They say that each man's life is intertwined with other men's lives and that if others fail or hurt we all hurt in the long run.

1. Is this an "either-or" issue? Do you either believe position 1 or position 2? Can there be other ways to look at man in terms of responsibility to others?

2. Professor Lawrence Hopp of Rutgers University believes that people who have experienced social injustice themselves, those who have been unfairly treated, are likely to agree with position 2. Do you agree? Give some reasons why or why not.

3. Others say that people who are successful and have power are likely to believe position 1 to be true, even though they may have experienced social injustice themselves. Do you agree? Give reasons why or why not.

4. What reasons are there for people to believe one position over the other? Explain.

5. Read each of the situations below. Write what you would do in each case. Give as "real" an answer as you can. When you are finished decide: Are your beliefs closer to position 1 or position 2? Mark an "x" on the scale at the end of this exercise to show where you think you stand in terms of these two positions.

Situation A

You are walking home from school. Ahead of you you see two sixth grade boys fighting. You do not know the boys but it is obvious that one boy is much larger than the other and the smaller boy cannot defend himself. The smaller boy's glasses are broken and his nose and mouth are bloody but the larger boy continues to hit him. Several other kids on both sides of the street notice the fight, but nobody moves to do anything.

Situation B

You are in a group of persons with whom you would like to be friends. You don't know them that well yet. Two members of the group begin teasing a homely boy about his looks. Others in the group join in, although a few are silent.

*Adapted from Values and Teaching, Charles E. Merrill Co., 1966, p. 95.

Situation C

You have met a new kid at school whom you really like. Your friendship has grown quickly. You especially like him because he is one person you can tell your feelings to. He is about the nicest person you have ever known. During a visit with him and his family you hear his parents make remarks against other races of people, asking the boy how many of these "people" are in the school, if he has to sit by them in classes, etc. Your friend answers their questions but it is hard to tell where he stands on the racial issue from his answers.

Situation D

A young hippie approaches you on the corner and asks you for money.

Situation E

Suppose you are of voting age. A new law is on the ballot to raise money. The law will increase taxes for those in the middle and upper income brackets but lower taxes for poorer people.

Situation F

A local family's home burned to the ground a month ago. You do not know the family. A local radio station has been asking people to get together on Saturday to help the family who have recently been released from the hospital. Some people will clear the lot of the burned home, others will go door to door to collect clothing, food, and other contributions for the family. It is Friday and the radio station is not having much success with the sign-up for work crews.

Mark an "x" on the line below where you stand on this issue:

Each man is his own responsibility — Each man has a responsibility to others.

PERSONALITY ASSESSMENT

The purpose of this assessment is to help you find out more about yourself and not to spot your defects. Fill in the blanks as best you can and as honestly as you can.

YOU.....

A. In social situations:

1. Which types of people do you have trouble talking to?

_____Someone you just met _____Older people

_____Your teachers _____Your classmates

_____An important person _____Someone of the other sex

_____Strangers _____Someone of your sex

_____Other: _____

2. When you lose a game, what do you do?

_____Cry or otherwise show your disappointment _____Blame the official

_____Congratulate the winner _____Other: _____

3. If you win a game, what do you do?

_____Brag about your performance _____Console the loser

_____Tease the loser _____Other: _____

4. Do you feel it is essential to have plenty of money in order to have a good time? Explain your answer: _____

_____

5. What types of people do you have difficulty getting along with?

_____Bossy _____Successful _____Silly

_____Talkative _____Intellectual _____Sarcastic

_____Quiet _____Party-minded _____Other: _____

6. Do you know how to introduce people properly? _____

7. Do you think it is very important to be a good mixer? _____

Why or why not? _____

B. In clubs and other organizations

1. What school clubs or community organizations (Scouts, 4-H, church groups, etc.) do you belong to? _____

_____

2. To what offices have you been elected? _____

3. On what committees have you served? _____

_____

4. In what projects or activities have you been involved? _____

_____

5. How would you feel if a friend of yours were elected class president?

_____Happy for the friend

_____Envious of the friend's election

_____Sorry for yourself

_____Determined to beat him next time

_____Other: _____

6. When you have to make a decision, what do you do?

_____Seek the advice of others first

_____Change your mind several times

_____Make up your own mind about what to do

_____Other: _____

7. Has anyone ever said that you don't cooperate with the group very well? Explain the circumstances: _____

_____

C. With your friends:

1. How many close boyfriends do you have? _____

2. How many close girlfriends do you have? _____

3. When people play a joke on you, what do you do?

_____Get angry

_____Plan to play a joke on them

_____Laugh with them

_____Other: _____

4. When you hear gossip about a friend, what do you do?

_____Repeat the gossip to someone else

_____Refuse to pass the gossip on

_____Repeat the gossip to the person involved

_____Other: _____

5. Do you like to argue?

_____No _____Sometimes _____Yes

D. Working with other people:

1. When you have a job to do, which do you prefer to do?

_____Work alone _____Have others working nearby

_____Receive help or advice from others _____Do the job with someone else

2. When an activity is being planned at school or in a club, what do you usually do?

_____Volunteer to take charge _____Hope no one asks you to help

_____Offer to help out _____Offer ideas, but neglect to follow through

3. When someone does a better job than you, what do you do?

_____Compliment the other person _____Find fault with the other person

_____Offer excuses for your performance _____Try harder next time

4. If someone tries to show you how to do something, what do you do?

_____Get annoyed _____Listen carefully _____Other: _____

5. How do you usually get along with your teachers at school?

_____Very well _____Well

_____Fairly well _____Not very well

E. Yourself:

1. If a friend criticized a story that you had written, how would you react?

_____Get angry _____Accept the criticism for what it's worth

_____Criticize the friend's work _____Other: _____

2. Do you feel that a brother or sister is favored over you at home?

_____Yes _____Sometimes _____No

_____Doesn't apply

3. A girl you know refused to skip class with the rest of the group. What would you think about it?

_____Admire the girl's courage
_____Laugh at the girl for being so weak
_____Condemn the girl for trying to impress the teacher
_____Get angry because the girl wouldn't follow the crowd

4. Are you ever critical of others because their religious beliefs differ from yours? _____ Explain your answer: _____

_____

5. How is your personal appearance?

_____Usually neat and clean
_____About as good as your friend's
_____Sometimes sloppy
_____Other: _____

6. What kind of person do you think you are?

_____Pleasant and friendly
_____Easy to get along with
_____Rather selfish
_____Sometimes friendly; sometimes not
_____Hard to get along with
_____Other: _____

MANNERS AND GROOMING.....

A. How do you look to others?

1. Are your clothes usually clean?	Yes	No
2. Do you usually keep your hair clean and neatly combed?	Yes	No
3. Do you have good posture?	Yes	No
4. Do you usually wear a smile?	Yes	No
5. Do you usually look ahead rather than down?	Yes	No
6. Do you keep your teeth clean?	Yes	No
7. Do you usually have your shoes shined and in good repair?	Yes	No
8. Do you try to keep your body free of offensive odors?	Yes	No
9. Do you ever overdress, that is, wear conspicuous clothes just for show?	Yes	No

B. How do you act with others?

1. Do you do things for others without expecting them to do a return favor?	Yes	No
2. Do you usually remember the names of persons to whom you are introduced?	Yes	No
3. Do you try to keep out of other people's affairs?	Yes	No
4. Do you try to observe the rules of etiquette?	Yes	No
5. Do you ever try deliberately to embarrass others?	Yes	No
6. Do you show proper respect for older people?	Yes	No
7. Do you try to understand other's points of view?	Yes	No

Name _____

PERSONALITY TRAITS

Listed below are personality traits which are considered to be important for success on a job and in relationships with other people. You will receive three copies of this sheet. Copy #1: This is YOUR copy to fill out as you see yourself. Ratings are from 1 to 5 with 1 being "Almost never" and 5 being "Almost always." Circle the number which is your estimate after the personality trait. Copy #2 is intended for your parents to complete. Copy #3 is for a friend to complete. When the three sheets have been completed, compare the results and find areas where you and your parents and your friend disagree. Keep these sheets for your records.

(ALMOST NEVER) 1 2 3 4 5 (ALMOST ALWAYS)

I am:

1. Friendly	1 2 3 4 5	15. Honest	1 2 3 4 5
2. Cheerful	1 2 3 4 5	16. Courteous	1 2 3 4 5
3. Pleasant	1 2 3 4 5	17. Careful to avoid bad language	1 2 3 4 5
4. Reliable	1 2 3 4 5	18. Loyal	1 2 3 4 5
5. Thorough	1 2 3 4 5	19. Cooperative	1 2 3 4 5
6. Neat	1 2 3 4 5	20. Poised	1 2 3 4 5
7. Appropriately dressed	1 2 3 4 5	21. Self-controlled	1 2 3 4 5
8. Confident	1 2 3 4 5	22. Punctual	1 2 3 4 5
9. Optimistic	1 2 3 4 5	23. Tactful	1 2 3 4 5
10. Helpful	1 2 3 4 5	24. Alert	1 2 3 4 5
11. Sympathetic	1 2 3 4 5	25. Persistent	1 2 3 4 5
12. Self-reliant	1 2 3 4 5	26. Sincere	1 2 3 4 5
13. Trustworthy	1 2 3 4 5	27. Modest	1 2 3 4 5
14. Honest	1 2 3 4 5	28. Patient	1 2 3 4 5

Name _____

FOLLOW-UP OF PERSONALITY TRAITS

You have completed the rating of yourself on various personality traits and you have had your parents and a friend rate you on these same traits. On traits where you marked yourself 1 or 2 and where others have disagreed with you, list them in a column on the left. In a column in the middle of the page mark these traits as YOU WOULD LIKE TO BE. In the space at the right make some notes which would show that you have changed the way you desire. Example:

Neat 2	4 or 5	personal neatness, school papers more neat, clean my bedroom
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	

SELF-STUDY IN PERSONALITY

Personality and Character Traits

I. List the first few positive and negative traits that come to your mind, in describing yourself. Return later and add as many as you want to.

Positive Negative

II. Do the same thing now but imagine that your mother is reacting to you. What traits would she list?

Positive Negative

III. Now you are trying to imagine your father's list of traits best describing you.

Positive Negative

IV. Your favorite adult (friend, relative, teacher, coach, etc.) would probably list these traits (in your opinion).

Positive Negative

V. Now try to imagine the list your best friend would write down about you.

Positive | Negative

VI. Self-evaluation of Personality and Character Traits

1. List the characteristics which have appeared several times.

Positive | Negative

2. From the negative list choose one item you would most like to change. After this item list as many things as you can which tend to keep you from making a change in the desired direction. On the right side of the paper write down ways in which you can overcome the barriers which you listed. If you have the desire and can stay with it, many of the unfavorable personality and character traits can be changed. Do the same with others from your negative list.

Negative Trait	Things Which Keep You From Changing	Ways To Overcome The Barriers

SIGNIFICANT OTHERS IN YOUR LIFE*

Materials:

1. one 5 x 5 square of cardboard per student
2. an 18 x 24 sheet of white construction paper or newsprint
3. felt pens
4. a copy of the significant others chart for each student

Procedure:

Introductory activity:
First, have a discussion on how others influence our lives. After the discussion give the students the significant others chart. Have students draw the chart on the construction paper using the cardboard square to trace the square areas. Tell them not to fill in the titles from the chart.

Exercise:

1. Identify real people for each of the categories and write their names inside the blocks. Note: For some kids "person you are in love with" will be more than they can handle. Allow them to omit it and fill-in the "other" box. Or, if they do not want to name the person let them use Mr. X or Miss X.

2. Inside each block (except the "me" block; leave it empty) list three or four things each of these persons wants you to value. What do they expect of you? What do they want you to do or think?
   Example: Mother
   1. wants me to have a college education
   2. wants me to always dress nicely
   3. wants me to go to church every Sunday

3. After the list for each block is completed, read over all of the lists. See if many of the people you named have the same wants for you.

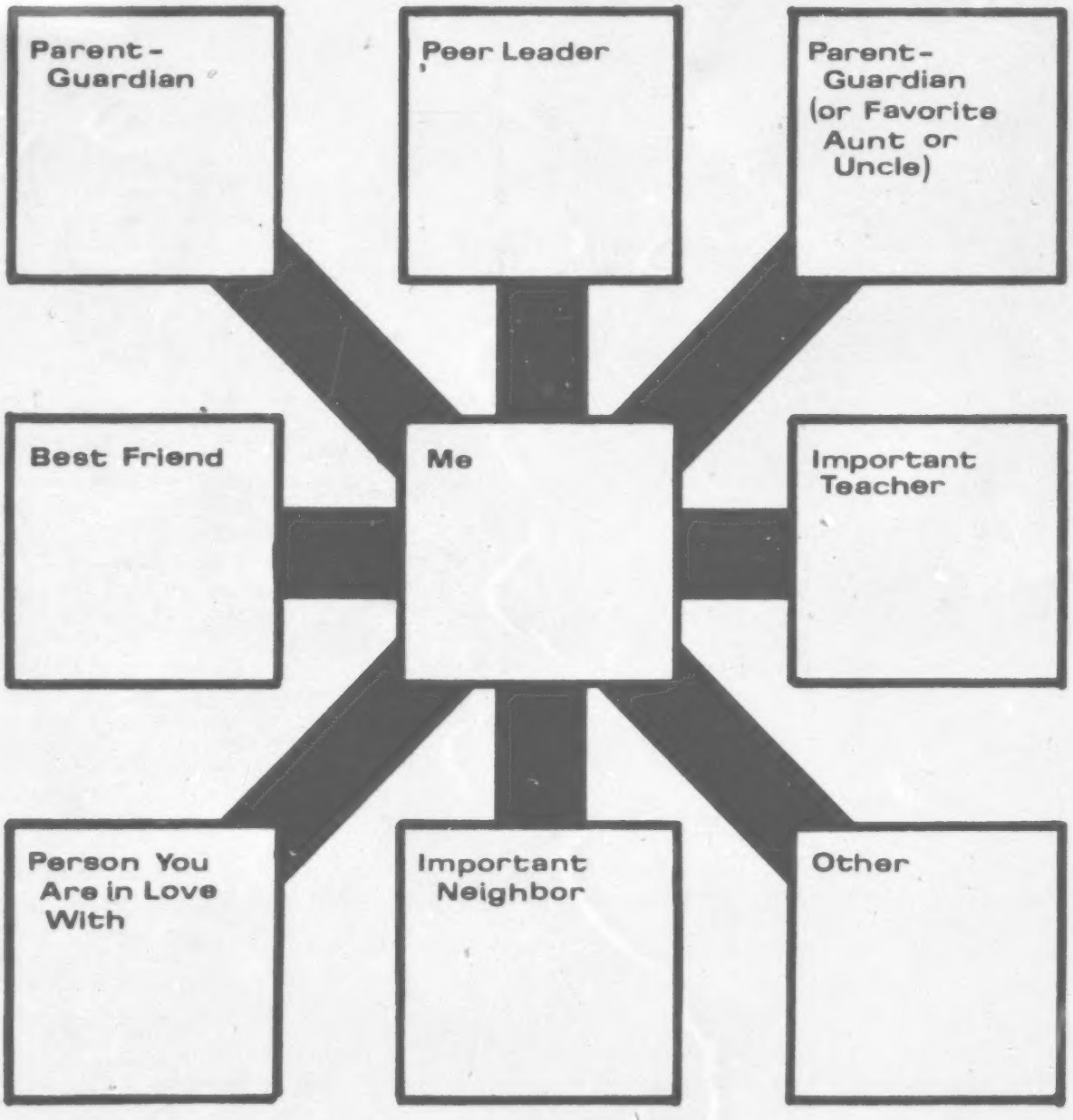
4. Underline in each block those things that you also want for you.

5. In the "me" block copy all of the items you underlined from the other blocks.

Teacher should make an effort to walk around as the students work to ask questions that will encourage the students to think about what they are doing.

*From "Values Classification and Shalom" by Sidney B. Simon, Colloquy, July-August, 1972, United Church Press, Philadelphia, Pa., 19102.

SIGNIFICANT OTHERS



CONFLICT

1. Put your name in one of the circles.

2. Place the names of individuals with whom you are in conflict over a significant decision.

   Terms:
   Conflict: a difference of opinion over alternative courses of action.

   Significant decision: (can be a person in conclict with himself)

   a. at least two clear alternatives
   b. at least two parties involved
   c. of importance to each party
   d. can be expressed in a whether/or framework

   Example: Whether to go to my friend's house or to stay home.

3. Draw an arrow from the person who usually gets his way toward the person who usually loses.

4. On a separate sheet of paper provide the following information for each conflict:

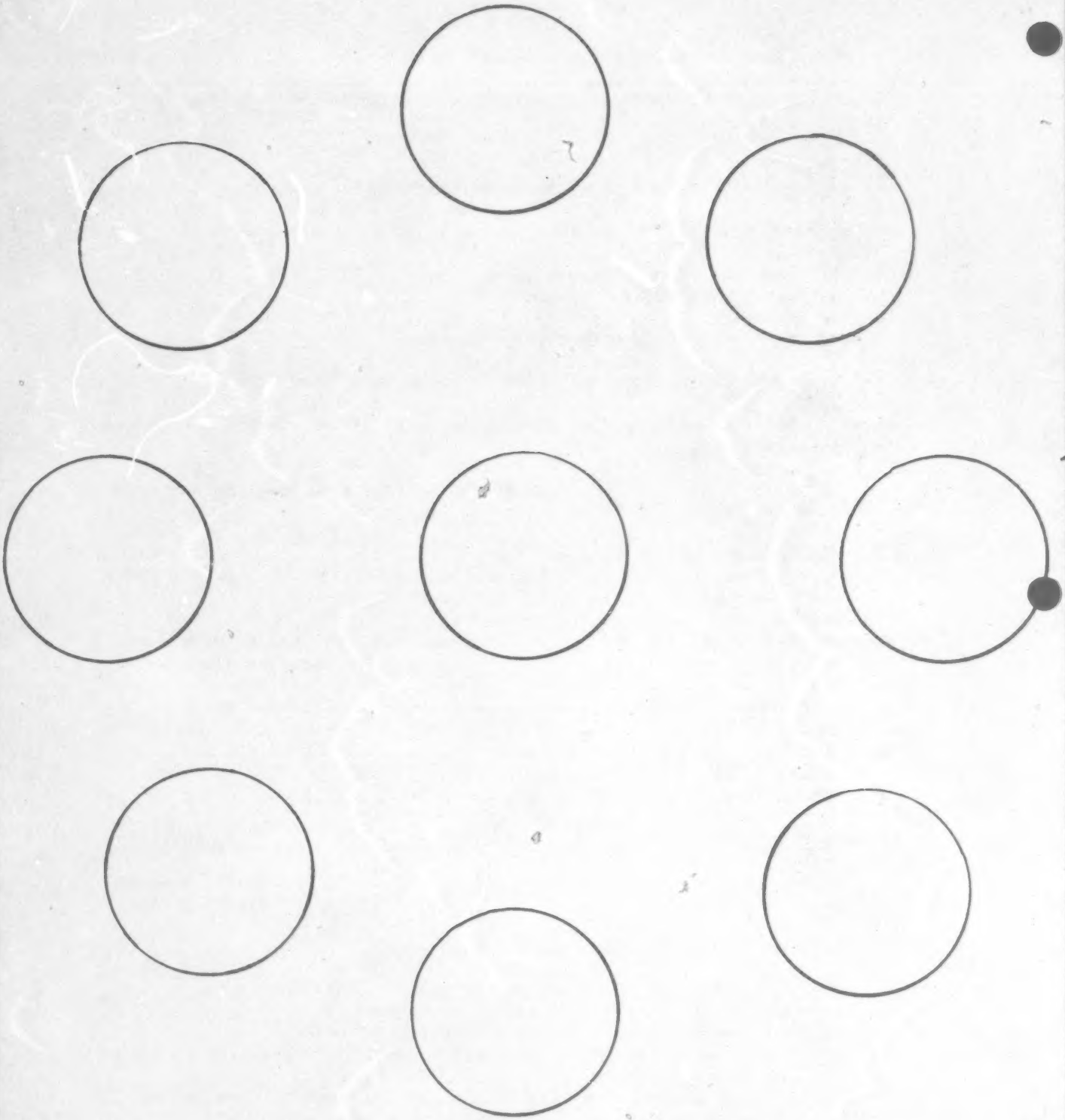
   a. who is the conflict between
   b. describe the conflict in behavioral terms, i.e. Whether or not to. to . . . , etc.
   c. which person favors each alternative
   d. state five reasons why you want the decision resolved in your favor
   e. state five justifications, if you can, for the decision going in your favor
   f. state five reasons why your opponent wants the decision resolved in his favor
   g. state five justifications that your opponent may give for the decision going in his favor
   h. arrange the above material in a Force Field Analysis

   In behavioral terms, concrete not abstract

Opponent's Position	My Position
My Reasons and Justifications	My Opponent's Reasons and Justifications

   i. make the following decisions for each conclict

      (1) Who appears to have the most at stake in this conflict? (stress fairness in evaluating questions)
      (2) Who appears to have the most justifiable position?
      (3) Would I be acting in a responsible manner if I keep trying to get my way?
      (4) If so, what are some ways that I can constructively weaken my opponent's position? (Consider each of his reasons and justifications one at a time and construct a plan of action for each one.)
      (5) Wait for a similar situations and use your battle plan.



INTEREST INVENTORIES

KUDER INTEREST INVENTORY--This test is available through the Director of Pupil Personnel, School District 4J. Ordinarily your counselor will order it for you.
Form E

The Kuder test measures interests in ten broad classifications: Outdoor, Mechanical, Scientific, Computational, Artistic, Persuasive, Musical, Clerical, Social Service, and Literary. It has the advantage of being easy to score. The test is scored by the students themselves. They also make out their own profile which is a bar graph.

The test is a series of questions in groups of three. From each group of three questions the student is expected to indicate the thing he would like to do the least and the most. Out of every group of three questions he must make two choices.

The choices that they make indicate similar interests to people already doing that kind of work. On the profile sheet those categories with the longest bars indicate their areas of interest. Students enjoy taking the test which is easy to administer with simple directions.

Costs of testing: Form E		
Test Booklets	20 copies	$ 8.45
Scoring Pins	100 copies	$ 4.85
Backboards	100 copies	$ 9.50
Answer Sheets	100 copies	$18.50
Profile Sheets	100 copies	$ 4.25

Costs of scoring:	
National Norms only	$ .60 per pupil
Local Norms only	$ .64 per pupil
Combined National and Local Norms	$ .67 per pupil

OHIO VOCATIONAL INTEREST SURVEY--This is a test published by Harcourt Brace Company and should be ordered through your counselor or the Director of Pupil Personnel.

The Ohio Test is based on the concept of people, data, things. OVIS combines an interest inventory and a student information questionnaire to provide the student and teacher with background information for interpreting test scores.

The interest inventory consists of 280 job activity items. Students respond to each item in terms of "like very much," "like," "indifferent to," "dislike," and "dislike very much." They are to consider each activity as something that would be done as part of a full time job.

The student information questionnaire gathers background information about the student's expressed vocational plans, subject area preferences, high school program plans, past high school plans, and vocational course interests.

In addition to these standard questions, space is provided for up to eight questions which may have local significance.

The chief disadvantage to this test is that it must be sent to the publisher to be scored. There is no hand scoring. The time factor involved between giving the test and getting the results should be considered.

Its chief value lies in its compatability with major occupational and guidance tools such as the General Aptitude Test Battery. The Dictionary of Occupational Titles, and the Occupational Outlook Handbook.

Costs of testing:

Reusable Test Booklet	35 copies	$9.80
Answer Sheets	35 copies	$4.00
Answer Folder	35 copies	$5.35
Manual for Interpreting	each	$2.60
Specimen Set	each	$1.75

MINNESOTA VOCATIONAL INTEREST INVENTORY

This test measures or compares student's interests with the interests of people working at a certain job or job area. For example, a student's interests might show that he has similar interests to workers in food preparation and handling occupations. The test is intended to reflect only results for non-college occupations and seems to be skewed toward male-type occupations.

The test is fairly easy to administer and students may score themselves. The total time required is about 60 minutes. Materials used are:

MRC hand scoring booklets	$5.50/25
Answer sheets	$4.50/50
Profile forms	$2.00/50
Hand scoring keys	$7.00

Materials may be obtained from the Psychological Corporation. Test booklets, hand scoring keys, and test conversion tables may be borrowed from Roosevelt Junior High School.

Rev. 5/67

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION
BUREAU OF EMPLOYMENT SECURITY
WASHINGTON, D.C. 20210

INSTRUCTIONS FOR ADMINISTERING AND USING THE INTEREST CHECK LIST

(Developed by the United States Employment Service)

Purpose

The Interest Check List is an interviewing aid to be used when a counselor feels that further information on a counselee's interests is desired. The Check List has been developed to help counselees decide what kinds of work they would like best. It is particularly useful with persons who have no definite, stated work interests or who have limited knowledge of the wide variety of jobs and occupational fields that exists.

Content

The Check List is comprised of 173 sample tasks representing a broad range of activities in the American economy. The 173 items were originally selected in 1957 to reflect a sampling of jobs in each major grouping of the Entry Occupational Classification (Part IV) of the second edition of the Dictionary of Occupational Titles (DOT). In the revised Check List the 173 items have been taken without alteration in wording or sequence and keyed to the Worker Trait Groups (WTG) and Occupational Group Arrangement (OGA) classifications of the third edition of the DOT published in 1965.* Users who do not have access to the 1965 edition of the DOT may use a copy of the 1957 Check List to relate the counselee's responses to Part IV fields of work.

The numbers in parentheses underneath each group of items in the Check List refer to WTG and OGA classifications which should be explored with the counselee when responses to related task statements indicate an interest in the activities described.

Worker Trait Groups are listed by page number in the left-hand sets of parentheses in order of their highest level of complexity. Additional references may be found under "Related Classifications" for each Worker Trait Group in Volume II of the DOT.

Occupational Group Arrangement references are listed by code number in the right-hand sets of parentheses in the same order as they appear in Volume II of the DOT. The Categories, Divisions, and Groups listed indicate the minimum occupational areas suggested for exploration in terms of OGA coverage. The Check List items do not necessarily apply to all of the occupations in a given area.

Administration

The Check List is self-administering. Directions in the Check List explain how to make responses. Approximately 20 minutes is the average time required to complete the Check List.

In administering the Check List, the following steps are suggested:

Explain to the counselee the purpose of the Check List and the fact that it is not a test—that there are no right or wrong answers.

Ask the counselee to write his name, the date, and his address or school (if a student) in the space provided on the face sheet.

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*For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Price: Volume I—Definitions of Titles, $5; Volume II—Occupational Classification, $4.25.

16—79749-1

Have him read the directions to himself. Ask him if he has any questions. Be sure that he understands the purpose of the Check List and what he is to do, including making a checkmark after each item and doublechecking at least three activities that he most likes to do. Observe the first few responses on the items to make certain that the counselee understands the directions.

Explain that there is *no time limit* but that too much time should not be spent on any one item. An individual's first reaction usually gives a better picture of his real interests than a carefully weighed response. Caution counselee to make his own responses to the Check List and not consult others in making choices.

Upon completion of the Check List by the counselee, he should return the List to the counselor, who may then discuss the completed List or schedule the counselee for a subsequent interview.

Use

No score is obtained from the Check List. It is not a test, but rather a counseling aid. It is an exploratory device from which the counselor and counselee can investigate together the range of vocational interests of the counselee.

Discuss "liked" activities with the counselee to be certain that they represent true vocational interests and not interests based solely on such factors as pay rates or glamorous nature of the job. First, discuss the items doublechecked as "most liked." Then, review other items checked as "liked," particularly the occupational clusters of checks. It is important to bring out *what* is liked about these activities and *why* they are liked, and to explore relationships between "liked" activities in order to determine possible patterns of the strongest interests. Discuss with the counselee whether he has had actual work experience, leisure-time activities, schooling, or hearsay information bearing upon the activity, and whether he is interested in investigating the job possibilities for that activity. Interests given the greatest consideration should be those which reflect a desire to participate in the activity rather than to be an observer.

Negative interests may also be significant, particularly when they have a bearing on the formation of the vocational plan. Activities that are disliked should usually be eliminated from consideration. However, disliked activities should be explored when the counselee has had definite work experience or training involving these activities. Responses checked as uncertain might also be explored in activities where the counselee has had work experience or training.

Since interest is only one factor in the development of a vocational plan, help the counselee weigh his interest with the numerous other factors that have a bearing on the plan. Such other factors include aptitudes and skills of the counselee, education and training, personal traits, physical capacities, and financial considerations, as well as job requirements and employment opportunities. The vocational plan should represent the best reconciliation of all facts by the counselee.

U.S. GOVERNMENT PRINTING OFFICE 16—79740-1

For sale by the Superintendent of Documents, U.S. Government Printing Office
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(Rev. 5-67)

U.S. DEPARTMENT OF LABOR
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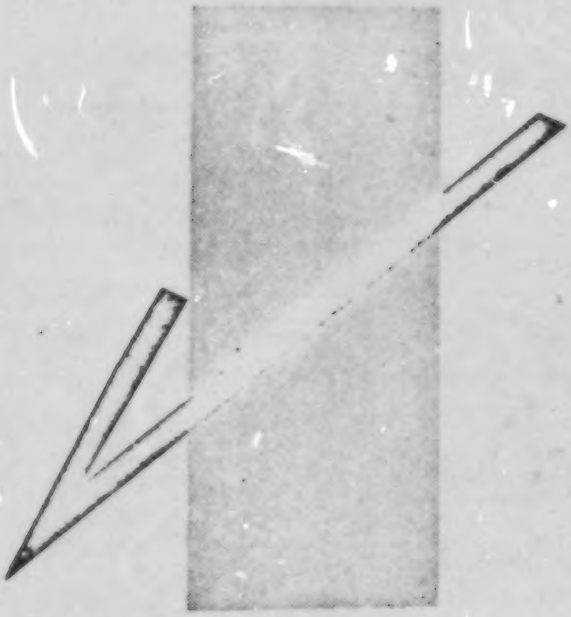
BUREAU OF EMPLOYMENT SECURITY
WASHINGTON, D.C. 20210

Interest
CHECK LIST



Name ..... *Date* .....

Address or School .....

It is important to all of us that we like our jobs, because, to succeed, we must be happy and interested in our work.

This Interest Check List may help you decide what kinds of work you would like. It indicates a broad range of activities which are found in most industries and occupations in the United States today.

Read and check each one of the statements carefully. If you think you would "like" to do this kind of activity, make a check √ under the "L"; if you "don't like" the activity, make a √ under the "D"; if you are not certain whether you would like the activity or not, make a √ under the "?".

After you have checked each activity, go back and double check √ √ at least three activities that you think you would most like to do.

You may check an activity even if you do not have training or experience for it, if you think you would enjoy the work. If you check the "?" this shows you are uncertain, either because you don't know enough about the activity or because you cannot make up your mind whether you like it or not.

After you have filled out the Check List, the Counselor will go over your responses with you to help you discuss further your interests and jobs you would like.

Read each of the items below and indicate how you feel about the activity described by placing a check √ under

L (Like) ? (Uncertain) D (Dislike)

	L	?	D
Sketch or paint pictures of people or objects			
Create artistic designs			
Arrange or decorate interiors to get pleasing effect			
Carve objects from clay or stone			
Take photographs for use in advertising			
Design styles for clothing			
(228,230,232) (14,298)			
Sing as a paid entertainer			
Play a musical instrument			
Compose or arrange music			
Conduct an orchestra or band			
(396,394,496) (152)			
Write short stories or books			
Write articles to influence people's opinions			
Report events or activities			
Edit or rewrite news items			
Write TV and radio scripts			
(522,524,526,528) (13)			
Act in a play			
Dance classical or interpretative dances			
(392,398) (15)			
Comment on news for radio and TV			
Announce radio and TV programs			
(522,400) (15)			
Play professional baseball or other sports			
(402) (15)			
Instruct classes of students			
Show others how to play new sports or games			
(332) (09)			
Select and catalog books and periodicals			
(276) (10)			
Collect and analyze information about community problems			
(294) (05)			
Advise people about their personal problems			
Interview and counsel people about jobs or schooling			
(296,250) (09,045,195)			
Conduct public opinion surveys			
Conduct studies on economic problems			
(294) (05)			
Direct traffic			
Enforce State and national laws			
Direct fire fighting and prevention in factory			
Inspect machines and working conditions to prevent accidents			
(416,427) (37,168,169,441)			

	L	?	D
Perform nursing duties in hospital or home			
Make chemical or laboratory tests			
Treat animals for injury or disease			
Prepare medicines according to prescription			
Conduct experiments in properties of metals or other materials			
Do medical X-ray work			
Plan menus for hospitals, schools, or hotels			
(473,418,477,479) (00,01,02,04,07,354)			
Prepare financial statements for a company			
(252) (160,161)			
Assist clients in obtaining legal rights			
(425) (11)			
Purchase supplies for large firm			
(484) (162,2[illegible])			
Patrol forest lands			
Observe and report weather conditions			
Explore and chart earth's crust to locate gas and oil deposits			
(466,468,413) (02,04)			
Plan and design roads and bridges			
Design tools, machines, and electric equipment			
Pilot an airplane for a commercial line			
Work out high-speed computer problems using mathematics			
Lay out machinery and plan flow of work in a factor			
(371,468,375,383,385,422) (00,01,02,196)			
Observe and plot light flashes on radar scope to report air traffic			
(261) (193)			
Draft plans for tools or machines			
Make detailed drawings from specifications for buildings			
Survey land to determine its measurements and contour			
(377,385) (00,01)			
Direct a crew of workmen			
Supervise clerical staff in an office			
Organize and direct operations of a factory			
Supervise a group of salesmen			
(460)			
Operate office machines such as adding or calculating machines			
(274,435,447) (20,21)			
Check bills for errors			
Figure commissions and expenses			
(280,289) (20,21)			

	L	?	D
Make change and cash checks			
Keep a set of books for a business concern			
Type letters and reports			
Take dictation in shorthand			
Keep inventory of material and equipment			
(280,271,278,287,269) (20,21,22,23,24)			
Operate a mimeograph machine			
File reports alphabetically			
Sort and deliver letters			
(289,.35,360) (20,21,22,23,24)			
Operate a telephone switchboard			
Make appointments and answer telephone			
Make collections from customers			
Direct customers to proper departments in store			
Talk to customers about complaints			
(258,269,291) (20,21,22,23,24)			
Sell furniture in a store			
Sell insurance or real estate			
Sell building and construction equipment			
Demonstrate cosmetics for sale			
Canvass homes to demonstrate and sell products			
Contact buyer for supermarket to get order for merchandise			
Sell tickets and make change at theater			
Deliver products over an established route			
Sell merchandise in a variety store			
Conduct tours and act as guide			
Sell gas and oil at a service station			
(484,488,258,269,503) (25,26,27,28,29,211,212 353)			
Interview persons to get census information			
Question motorists to get information for highway planning commission			
(250) (249)			
Model clothing for customers			
(408) (297)			
Cook in a restaurant			
Plan and prepare meals in a private home			
Bake cakes, cookies, and other pastries for customers			
Order food supplies for hotel			
(310,319) (30,31,52)			
Take charge of playroom for children			
Organize games and read to small children			
Take care of and feed infants in a nursery			
(479) (307,354,359)			

	L	?	D
Set tables and serve food and drinks			
Give shampoos, manicures, and facials			
Direct patrons to tables in restaurant			
Give service to airline passengers during flight			
Operate passenger elevator			
(498) (3)			
Plant, cultivate, and harvest crops			
Raise and care for cattle, hogs, horses, and chickens			
Cultivate vegetables for market			
Plant and care for flowers, lawn, and shrubbery			
(411,322) (40,41,42)			
Catch large quantities of fish and market them			
Work aboard tugboats, barges, and river boats			
Operate a fish hatchery			
(411,322) (43,911)			
Serve as guide for hunting and fishing trips			
Keep lookout for forest fires			
(416,505) (44,45)			
Saw, trim, and chop trees in forest areas			
(322) (94)			
Construct and repair metal machines, parts, and tools			
Work with drills and lathes to cut and shape metal			
Grind lenses for cameras and microscopes			
Operate machines to saw and shape wood			
Oil, adjust, and repair machinery			
Repair and overhaul automobile engines			
Repair typewriters, calculators, and adding machines			
Operate textile looms or hosiery-knitting machines			
Operate printing press			
(430,312,319,435,447) (6,7)			
Drive a trailer-truck or bus			
Operate cranes and power shovels to move materials			
(444,519) (85,90,91)			
Build and test electronic equipment			
Install and repair telephone switchboards			
Repair radio and TV sets			
(312) (72,82)			

	L	?	D
Paint or do paperhanging in houses or buildings			
Fix drains and faucets			
Lay bricks to construct walls and chimneys			
Build frame houses and other wood structures			
(312,319) (8)			
Assemble and repair watches or cameras			
Cut, sew, and fit cloth, leather, or fur articles			
Make or repair furniture or cabinets			
Cut and shape glass or stone for jewelry and other small articles			
(430,312) (5,6,7,8,9)			
Use precision measuring instruments to inspect products for flaws			
(271,282) (5,6,7,8,9)			
Letter or stencil posters and signs			
Set type by hand for printing			
Operate machines to set type			
Develop and print pictures			
(312,274,435) (65,97)			
Make bread, cakes, and other bakery products			
Operate furnaces or ovens to heat or melt metals			
Pour or dip hot metals into molds			
Mix solutions for plastic materials			
(319,435,447) (5)			
Guard property against fire, theft, or damage			
Store explosives			
Check people entering factory gate and direct to proper entrance			
(427) (37)			
Inspect and test quality of articles by taste, sight, or hearing			
Inspect articles by use of simple measuring devices			
Sort articles by size and color			
(271,282) (4,5,6,7,8,9)			
Lift and move objects with small crane on electric truck			
Operate automatic metalworking machines			
Operate machine to fill bottles, jars, or cans with liquids			
(435,444,447,356) (5,6,92)			

	L	?	D
Tend machines which mix or cook foods or drugs			
Operate equipment to refine petroleum products			
Operate a concrete mixer			
(435,447) (5)			
Weld metal parts together using automatic welding machine			
Drill with a jackhammer in ore or rock			
Straighten bent fenders and auto bodies			
(312,435,322) (8,93)			
Operate power sewing machine to make clothing			
Pack fruit or vegetables for market			
Assemble metal parts with handtools			
Wind electrical coils and armatures			
(312,319,435,322) (7,8)			
Feed metal stock into machine to cut or shape metal products			
Tend sawing or boring woodworking machines			
Polish marble or granite by machine			
Use machines to press, stretch, or pleat fabrics			
Mix paints according to formulas			
Tend tanks to dye or bleach leather			
Operate equipment making or treating paper			
(435,322,447,356) (5,6)			
Deliver telegrams by bicycle			
Clean and polish shoes			
Distribute printed advertising to homes			
Wash dishes and silverware by machine			
Stack bundles of wheat, oats, and barley			
(509,360) (3,23)			
Carry and set stakes in a surveying crew			
(282) (081)			

NOW, GO BACK AND DOUBLECHECK AT LEAST THREE ACTIVITIES THAT YOU WOULD MOST LIKE TO DO

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U.S. GOVERNMENT PRINTING OFFICE : 1967—O-288 450

VALUES SHEET 2

Directions: Write out answers to the questions below. Later, you will have a chance to discuss your answers with a small group of students. You need not reveal your answers to anyone if you choose not to do so.

New Rochelle, N. Y., October 27*--When the red light turns green and reads "Thank you" at any one of the automatic toll booths of the New England thruway here, it does not always mean what it says. At least not if the motorist has short-changed the machine or dropped lead washers or foreign coins into it.

The state police reported today after a two-week campaign against toll cheaters that they had arrested 151 persons. They have been fined in City Court from $25 each for first offenders to $250 for multiple offenders.

Lieutenant Thomas F. Darby reported that the offenders included a clergyman, a doctor, a dentist, an atomic scientist, lawyers, and quite a few engineers, advertising men and salesmen.

What the offenders did not know, the lieutenant said, was that new toll-booth glass with one-way vision prevented them from seeing watchful troopers inside.

Neither did they know, the lieutenant continued, that the license plate of each offender was recorded, along with the objects he dropped into the machine.

1. Under what conditions would <u>you</u> try to pass a toll machine without properly paying the fee? Check the most applicable reply below:

   _____Only if I was certain that I would not be caught.

   _____If I felt I had a good chance of not getting caught.

   _____Never under any circumstances.

   _____Only if I needed the money desperately, like for family food supplies.

   _____(Write any other choice that better fits you here.)

   _____

2. Among the 151 persons arrested, there were only one clergyman, doctor, dentist, and atomic scientist. On the other hand, there were several lawyers, engineers, advertising men, and salesmen. Do you think this means that persons in the first group of occupations are more honest than those in the second group? Discuss in writing.

3. Do you think that this behavior is serious? Do you think these persons are likely to be dishonest in other ways that would be more serious? Explain.

*<u>The New York Times</u>, October 28, 1961.

4. Return to question 1 and put an "X" by the reply that you would make to this: Under what circumstances would you keep a dime that was returned in error in a phone booth?

5. How do you account for any differences in your answers to Questions 1 and 4?

6. Are you clear about how you feel about illegal behavior? Where do you stand on this issue? Write an answer.

THE LIFE RAFT

Make up small groups of six students each. (Groups of less than six should imagine that there are six.)

To the students:

Imagine that your group is a family of adventurers. All of you are worthy seamen (or women). As a family project, you have built and supplied a raft which will accommodate as many as 13 people for two months. On your raft's maiden voyage you make a trip from Florence, Oregon to Tokyo, Japan. After floating for days and days with nothing but waves in every direction you see a small ship in the distance. The ship is a freighter that carries as many as 25 passengers besides the usual freight. On this trip the freighter is carrying 14 passengers besides its crew.

As yourraft approaches the ship it is obvious that the freighter is in trouble. The freighter's captain signals for help. You find that there are 14 passengers to be saved since the crew feels it is their duty to go down with the ship. You signal that you only have room for seven of the passengers on your raft. At this point, the freighter's captain signals for someone to swim to the sinking ship to choose the seven to be saved. The freighter is sinking slowly so that it will be at least three hours before it is submerged. The eldest child in your family is a strong swimmer so swims to the ship to get a description of each of the passengers and then swims back to the raft. As a family, you much decide which seven people you will take onto your raft and therefore save their lives.

This is a list of the people who are passengers on the freighter. Choose the seven people who are to be saved.

1. Mr. Stone is 58 years old and the manager of a large department store. He is mostly bald and quite heavy. He is a handy man who likes to repair and build things around the house.

2. Mrs. Morris is 31 years old. She is dressed cleanly, but plainly. She supports herself by cooking in a restaurant since she was divorced and spends her evenings sewing for herself and her friends.

3. Mrs. Lendon is 24 years old. She is average sized, has dark, neatly kept hair and is quite attractive. Although she is a housewife, she works part time as a bookkeeper and reads for a hobby. She has asked to take her 3-year old son with her.

4. Danny Landon is 3 years old, red-haired and average sized for a boy his age. He is polite and well-disciplined.

5. Mr. Adams is 47 years old, partially gray, short and quite small. He is a dentist and likes to hunt and fish in his spare time.

6. Mrs. White is 60 years old. She is a widow with gray hair, small sized and walks with a cane. She earns her living by working as a housekeeper and a baby sitter. She likes to knit and crochet.

7. Cindy is 6 years old. She is small and has long blonde curls and a pretty face. She has taken one year of ballet and would like to take her cat with her.

8. Mr. Thomas is a man 30 years old who is short and has light hair. He works in a library and is an amateur inventor.

9. Mr. Paul is 21 years old and is tall and dark. He has just finished serving two years in the Air Force and is planning to enter college and continue his study in engineering. As a hobby he likes to read and also to act in plays.

10. Mr. Watson is 52 years old with a medium build and partially gray. He is a physician and spends much of his spare time working on photography.

11. Mrs. Haley is 59 years old, gray-haired and rather overweight. She is a Black school teacher with a special interest in history.

12. Marie is a 19-year old girl who is quite tall, with dark hair. She is a college student majoring in biology and works part time at an aquarium. She also likes yard work.

13. Randy is 17 years old and a senior in high school. He has long brown hair and is good at working with cars and other mechanical work. He is an average student.

14. Dale is 10 years old. He is red-haired and large for his age. He is a good student and mows lawns after school. He also likes to play baseball and collect coins.

INTELLIGENCE--MENTAL ABILITIES AND APTITUDES

When using this section, care should be taken to build a proper background for students so that they are familiar with the good and bad points of standardized testing.

It is suggested that "intelligence" be treated as being composed of many or several subdivisions, such as verbal meaning, spatial relations, reasoning, number facility, etc. Most of us will not rate high in all of these areas, but are likely to score fairly high on at least one or two. All personal materials of students are expected to be kept in a confidential file. Students may elect to discuss their materials with the teacher or other students but at other times the materials should be respected as personal property.

Suggested Activities

1. Use results from school testing, such as Iowa, CTMM, etc. It is suggested that the counselor be asked to help give individual interpretations to students. A copy of the latest student record should be made to place in the student file. It is suggested that the percentile scores be used since they are fairly easy to explain and understand. A discussion of IQ should take place. IQ is determined by dividing mental age by chronological age and multiplying by 100. IQ is most likely variable.

2. Use available information to determine the reading levels of students. Many students will be aware of their reading levels due to increased awareness of this topic. It is suggested that the building reading specialist be consulted for this area.

3. Intelligence tests are limited in that they generally cover only a limited specific few areas of general intelligence. Students may have skills and knowledge which will not show on any test result. While it may be poor practice to talk of intelligence in terms of skills and knowledge, every effort should be made to bring out the best points of students. Should a student rank low on an intelligence test scale, it might be pointed out that he may have a vast knowledge of the outdoors and hunting and fishing. It is suggested that students compile a list of their special knowledge or skills.

Student Materials

1. Copy of school record from student's file.
2.
3.
4.

WRITING A PHILOSOPHY OF LIFE

A philosophy of life is composed of the values, beliefs, convictions, attitudes, and goals that you as a person hold. One way to get these into focus is to write them down. In writing your philosophy of life try to answer the following questions.

1. How do I feel about other people? My relationship to my fellow man?
2. How do I feel about religion in my life?
3. How do I feel about the virtues of thrift, hard work, ambition, getting a job?
4. How do I feel about the acquisition of money?
5. How would I define success?
6. How do I feel about marriage and starting a family?
7. What is my attitude towards getting more education than the law requires?
8. What is my attitude towards being a citizen of the United States of America?
9. How do I feel about being a member of a family group?
10. Anything else that I might want to say about my feelings.

Person teaching the class can utilize this assignment in any way they see fit.

YOUR COAT-OF-ARMS*

Draw a simple sketch in each section. No awards will be given for art. What is important is what you show yourself that you value and what that says to you.

Directions:

1. In the first section, draw a picture which represents your view of your greatest achievement so far in life.

2. In section 2, draw pictures to represent two things you are good at.

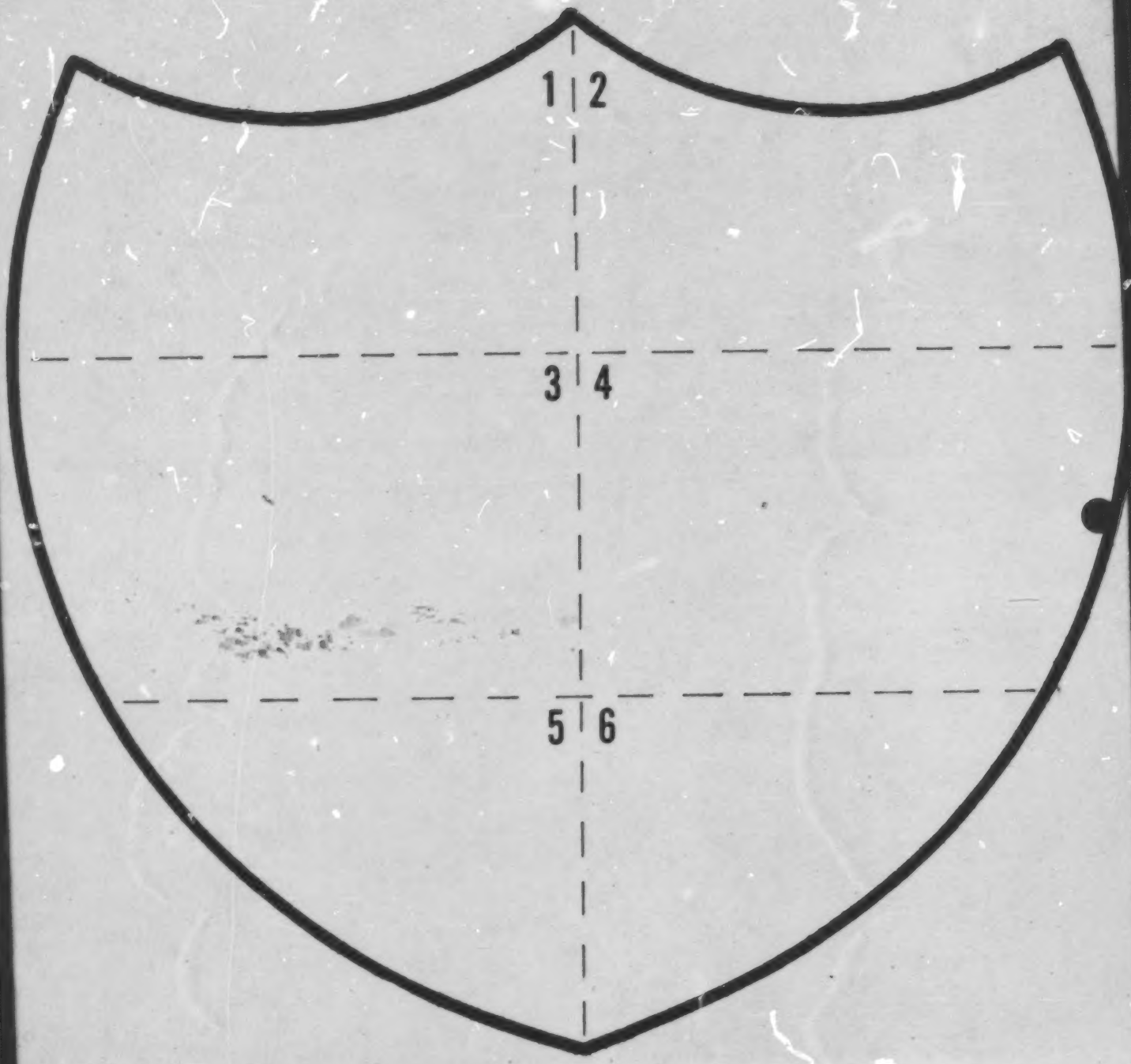
3. In section 3, draw a picture to show your greatest failure in the past year.

4. In section 4, make a drawing symbolizing one issue about which you would never budge. It has to be one thing you are deeply committed to.

5. In section 5, draw a picture representing something you are striving to obtain. (It can be a material item or a personality trait, etc.)

6. This is the only section in which to write words. Pick 3 words which you think would make a good motto for you. They can be three separate words or three words which make a sentence. They should be words you believe in.

*Adapted from "Dinner Table Learning," by Sidney B. Simon, Colloquy, December, 1971, United Church Press, Philadelphia, Pa., 19102.


1
2
3
4
5
6

VALUES SHEET 3

Note to the teacher:

Music is definitely a part of the students' world. Use of popular music in your class can be extremely motivating. Below the lyrics of a Simon and Garfunkel song are the basis of the following values sheet. It might be effective to play the record before this exercise.

El Condor Pasa*

I'd rather be a sparrow than a snail.
Yes I would.
If I could,
I surely would.

I'd rather be a hammer than a nail.
Yes I would.
If I could,
I surely would.

Away, I'd rather sail away
Like a swan that's here and gone.
A man gets tied up to the ground,
He gives the earth its saddest sound.
Its saddest sound.

I'd rather be a forest than a street.
Yes I would.
If I could,
I surely would.

I'd rather feel the earth beneath my feet.
Yes I would.
If I could,
I surely would.

1. The writer says he would rather be a sparrow than a snail, a hammer rather than a nail, and a forest rather than a street. Give reasons why you think he might feel that way in each case. Do you agree in each case?

2. What do you think this song is about? Some people say it is about ecology, others say it is about freedom. What do you think? Do you have a different idea? Explain your answer.

3. Probably the most important line in the song is: "A man gets tied up to the ground, He gives the earth its saddest sound." List ways this might be true. Do you agree?

4. How do you see the role of man on earth? Has man been good for earth or not?

*Lyric by Paul Simon, Bridge Over Troubled Water.

5. Should man come first in the world? Look at the following situations and write your decision on each situation. Pretend you are a legislator having to vote on laws for the nation.

Situation A

The starlet Rachael Wonderful loves tigers. She owns a full-length tiger-skin coat, her car has tiger-skin seat covers, and she is often photographed in a tiger-skin bikini. She plans on having a tiger-skin bedspread and curtains for her home. There is a proposal before the legislature to ban the use of rare animal pelts for human use because of possible extinction of the animals used for their furs. Rachael's argument is that God has created all on earth for man's use and she is only using what God has given to us.

Situation B

In your hometown there is a factory that employs 3000 men. This factory pours out pollutants into the nearby river every day. An anti-pollution bill proposed in the legislature would force the factory to close leaving 3000 people without jobs in your town alone. Jobs are hard to get so that many of the employed workers will be left with no way to support their families.

Situation C

The automobile has been proven to be a major cause of pollution in our country. Also it is known that cars with high-powered gasoline engines are the worst polluters. The law to be considered by the legislature bans all cars that travel faster than 40 miles per hour maximum.

WORK VALUES INVENTORY

Houghton Mifflin
Designed for Grades 7-12, college and adult
Approximately 15 minutes required for administration
Machine scored through Houghton Mifflin Scoring Service

Costs:

MRC Machine-Scorable Test Booklets (pkg. 100) Includes 1 Manual, 1 Order for Scoring Service, 1 HMSS Instruction Sheet, 9 ID Sheets.	$15.00
Manual	.75
Speciman Set	.90

Scoring Service

A List Report of Scores bearing each student's name, grade, and sex, and the raw score and percentile rank for each of the 15 scales comprising the inventory. Separate norms are used for males and females.

Cost per student	$ .36
Minimum charge	18.00

Purpose: This test is designed to measure attitudes and values related to work. Areas included are: Intellectual Stimulation, Job Achievement, Way of Life, Economic Returns, Altruism, Creativity, Relationships with Associates, Job Security, Prestige, Management of Others, Variety, Aesthetics, Independence, Supervisory Relations and Physical Surroundings. It is designed to provide profiles of values which can be useful in understanding and counseling students in their choice of occupations and in their selection of courses to prepare them for these occupations.

HOW DO YOU FEEL ABOUT WORK?

Circle the number which corresponds closest to how you feel about these statements.

-3 strong disagreement	3 strong agreement
-2 disagreement	2 agreement
-1 slight disagreement	1 slight agreement

-3,-2,-1	1,2,3	1.	All young people need to work to learn the "real value of money."
-3,-2,-1	1,2,3	2.	Parents expect their children to be interested in the occupations they (the parents) like or approve of.
-3,-2,-1	1,2,3	3.	It would not be acceptable to me to go into an occupation with no chance for advancement.
-3,-2,-1	1,2,3	4.	A wealthy person still needs to work to feel worthwhile.
-3,-2,-1	1,2,3	5.	Only a few very lucky people enjoy their work.
-3,-2,-1	1,2,3	6.	A man's whole life revolves around his work.
-3,-2,-1	1,2,3	7.	A woman's life can revolve around her occupation.
-3,-2,-1	1,2,3	8.	A woman's place is in the home.
-3,-2,-1	1,2,3	9.	I would not feel right being financially supported by my parents.
-3,-2,-1	1,2,3	10.	I would not feel right being financially supported by the government after becoming an adult.
-3,-2,-1	1,2,3	11.	I am concerned about what type of work I will do.
-3,-2,-1	1,2,3	12.	The choice of one's work is one of the most important choices in one's life.
-3,-2,-1	1,2,3	13.	When an adult is out of work, he really begins to question his worth as a person.
-3,-2,-1	1,2,3	14.	One of my main concerns is to get a high paying job.
-3,-2,-1	1,2,3	15.	I could accept the idea of the set up where the man stays home and takes care of the kids and the house while his wife is the bread-winner.
-3,-2,-1	1,2,3	16.	I expect to work until I retire at 60 or 65.
-3,-2,-1	1,2,3	17.	I am aware of the job opportunities that are available to me.
-3,-2,-1	1,2,3	18.	Most adults I know work only for money.

-3,-2,-1 1,2,3 19. In this society at this time one of my choices (a real possibility) is for me to not have a job.

-3,-2,-1 1,2,3 20. In my community it is becoming more acceptable for boys to be artists, musicians, or craftsmen.

-3,-2,-1 1,2,3 21. I would have to work to feel like I was contributing to society.

-3,-2,-1 1,2,3 22. If you make enough money to provide food, clothing, and shelter, you would be satisfied with your job and not try to move to a higher paying job with more prestige.

-3,-2,-1 1,2,3 23. The work that you do at 25 is probably the same type of work that you will do at 45.

-3,-2,-1 1,2,3 24. Society places greater value on work that contributes to the welfare of people such as a social worker, than it places on work that produces a product such as a mill worker.

-3,-2,-1 1,2,3 25. After establishing yourself in one job you would change jobs in order to continue to be challenged.

-3,-2,-1 1,2,3 26. An adult that changes jobs often is considered unstable or immature by society.

-3,-2,-1 1,2,3 27. Individual work done with one's hands is the most personally rewarding work.

-3,-2,-1 1,2,3 28. Do you want to have a better paying job than your parents.

-3,-2,-1 1,2,3 29. Do you want to have a higher status job than your parents.

-3,-2,-1 1,2,3 30. The people I work with are more important to me than the actual jobs I perform.

-3,-2,-1 1,2,3 31. I know enough about myself to be able to choose the type of work I would be successful in.

-3,-2,-1 1,2,3 32. I don't feel I have to decide on one occupation to do for the rest of my life--I want to have different types of jobs throughout my life.

-3,-2,-1 1,2,3 33. Work is something that you spend time doing and you may or may not get paid for doing.

-3,-2,-1 1,2,3 34. Crafts and making things with your hands are becoming more popular but they will remain hobbies and not become actual jobs which people earn their living by.

-3,-2,-1	1,2,3	35.	If the United States goes to a guaranteed annual income, I would choose to stop working.
-3,-2,-1	1,2,3	36.	Most people would work at a paying job even if they didn't have to support themselves by working.
-3,-2,-1	1,2,3	37.	If a healthy man doesn't work, he is classified as lazy, worthless, or a parasite by American society.
-3,-2,-1	1,2,3	38.	Most persons work only to earn money to do the things they enjoy doing in their leisure time.
-3,-2,-1	1,2,3	39.	All persons have an obligation to work at a job that contributes to society.
-3,-2,-1	1,2,3	40.	If people weren't working, they wouldn't know what to do with themselves.
-3,-2,-1	1,2,3	41.	Women have more freedom in their choice of work because they can just do what they want, whereas, men must worry about getting a job that will support their families.
-3,-2,-1	1,2,3	42.	Hippies are just taking time out from living mature, productive lives. They will eventually settle down.
-3,-2,-1	1,2,3	43.	The purpose of all education is to give people skills that they will need for meaningful employment in the future.
-3,-2,-1	1,2,3	44.	If I were assured of a job that I would enjoy doing and could make a living at, I would quit school before high school graduation.
-3,-2,-1	1,2,3	45.	Teachers, counselors and school courses are among the most important influences in my decision of choosing a job.
-3,-2,-1	1,2,3	46.	School only prepares people to go to college.
-3,-2,-1	1,2,3	47.	I feel there is a direct relationship between how well I do in school and how well I will do when I start working.
-3,-2,-1	1,2,3	48.	The purpose of high school education is not job training but training in how to understand and adjust to life in such a complex society as ours.
-3,-2,-1	1,2,3	49.	I understand the relationship between what I am learning in school now and the kind of person I'll be in the future.
-3,-2,-1	1,2,3	50.	High school students are under a great deal of pressure to decide what type of occupation they will go into.

-3,-2,-1	1,2,3	51.	School is to young people as work is to older people--drudgery.
-3,-2,-1	1,2,3	52.	It is more important that a man get job training than a woman.
-3,-2,-1	1,2,3	53.	I have an idea about the type of work I want for the rest of my life.
-3,-2,-1	1,2,3	54.	Preparation for a better job is the only reason to go to school after high school.
-3,-2,-1	1,2,3	55.	High schools could be improved by making them more directly related to job training.
-3,-2,-1	1,2,3	56.	It is important for the future of my family to have two cars, a boat, and a big house.

20 THINGS I LOVE TO DO*

Name _____

Most of us have lots of things we like to do but the things we really love to do are fewer. Make a list of 20 things you love to do in the table below.
Example: I love to walk in the rain.
NOTE: This material is confidential. The teacher will not see it unless you want him to.

CODES						
1	2	3	4	5	6	
						1.
						2.
						3.
						4.
						5.
						6.
						7.
						8.
						9.
						10.
						11.
						12.
						13.
						14.
						15.
						16.
						17.
						18.
						19.
						20.

*From "Dinner Table Learning," by Sidney B. Simon, Colloquy, December, 1971, United Church Press, Philadelphia, Pa., 19102.

When your list is completed: (refer to codes section of the table)

1. Put a dollar sign in column 1 by each item that requires a cost of at least $3.00 any time you do it.

2. Place a "P" in column 2 by each item which is more fun for you to do with people and an "A" in column 2 if that item is more fun alone.

3. In column 3, put a "5" in front of any item that would not have been on your list if you had written it 5 years ago.

4. Use the letters "PL" in column 4 for any item which requires planning before you do it.

5. Put a "D" in column 5 in front of anything you love to do which most of your neighbors would disapprove of.

6. In column 6 write for each item on your list the date when you did it last. A numbered date might be easier to write. For example, if it was January of 1972 write: 1/72.

7. Read over your list of 20 items and pick out the top five things you love to do. Number them 1-5.

After you finish steps 1-6, make "I learned" sentences on the back of this sheet.

Example: I learned that almost everything I love takes money because 15 out of the 20 items cost me more than $3.00 to do them.

THE INSIDE ME VS. THE OUTSIDE ME

Materials:

1. At least one magazine for every student. Magazines like Life, Ladies Home Journal, and others that have lots of pictures and ads are best.
2. Scissors if possible
3. Glue or scotch tape for every 2-3 students
4. A large sheet (18 x 24) of construction paper or butcher paper for each student

Procedure: (probably a 2-day activity)

Day 1:
Hand out one magazine per student.
Give each student his sheet of large paper. Ask him to fold it in half.

1. You are to go through your magazine and cut out or tear out pictures or words that you think show you as other people think you are. Your pictures may be symbolic. For example, if you think people see you as quiet and shy you might cut out a picture of a mouse or a picture of someone sitting alone. Feel free to trade magazines with students near you if you finish your magazine. (Allow about 20 minutes.) When the teacher calls time glue your pictures on the outside of the folded paper. Do not glue on the inside of the paper.
2. Now look through the magazines again and find pictures that represent you as you think you really are. These pictures will be glued on the inside of your folder. Do you see that the folder represents the inside you and the outside you? The pictures on the inside may be very different from those on the outside. For example, you might feel that people see you to be "stuck-up" but you see yourself as shy so that when you ignore people it is because you are afraid to say anything not because you think you are too good for them. So your outside pictures might show a snob but the inside pictures would show a "mouse." (Allow another 20 minutes.)
   Note: Students might want to take these home to finish.

Day 2:
Assign students to small groups of about six students. Each student in turn will tell the group about the outside of his folder. He should describe what his pictures mean, why he chose them, etc. He should express to the grour whether he thinks how he is seen by others is a true picture of himself. He may show parts of his inside self to the group if he wants to but that is his choice to make. The group then should give each student feedback on what he has said. Do they see him as he says they do? Did some of the things he said help them to better understand him as a person? (The teacher's role should be as facilitator--keeping things going, moving from group to group.)

After this exercise you might ask students to complete these sentences on a sheet of paper to hand in:

This exercise made me feel _____. I wish we _____

_____. I learned that _____.

OTHERS LOOK AT YOU

Much of this unit in self-understanding has its focus on a person looking at himself but often, for various reasons, a person does not see himself accurately. The student needs to see that the way he sees himself is not always the way others see him. Also, it should be clear that how others see us is important for they react to us according to their viewpoint not from ours. It might be useful to discuss with the group that other people act as "mirrors" for each of us. How others react to us tells us what we are like. The teacher might want to use a story from a recent "Night Gallery" television show. In the story a young man is very unhappy because he is so ugly that everyone rejects him. (The young man is kept from full-view of the cameras throughout the story. The viewer sees others of the planet who are all distorted-looking monsters.) Most of the story centers on the boy and his family and their misery because he is so hideous that he has no friends, no one will hire him, etc. Finally, it is decided that he will be sent from the planet as an exchange student. This is the last resort for the young man who hopes some other people will accept him. He is sent off with little hope. At the conclusion of the story we see the young man arriving at his destination. Two ordinary-looking young people (by our standards) greet the visitor and then the cameras turn to view the homely young man. This young man, who was considered ugly by the people of his own planet, is a handsome young man of our world! Moral: Beauty is in the eye of the beholder.

Through such a story the teacher might then get students to see the importance of how others see us. Discussion should include how accurately another person can see us, how much worth others' viewpoints are, etc.

Students should then be led to giving other students a picture of how others see them. Make sure students are cautious. Having the opportunity to tell another person what you think about them should not be used to get back at people we do not like. Students need to feel that this is a serious attempt to look at yourself. If the teacher feels a group is not mature enough to handle this assignment he should not use it. The goal is not to hurt feelings.

Before anonymous written work is done in this area, students should have had opportunities to orally give each other feedback on how they are seen by others through role play, etc. Students can then write anonymous evaluations.

Below is a form that might be used for anonymous evaluation:

As Other Students See You

Subject: _____

Characteristics I Like:

a. _____

b. _____

c. _____

Characteristics I Don't Like

a. _____

b. _____

c. _____

Before the student looks at these evaluations on himself he should be told how to evaluate what he reads. Probably the only characteristics that are significant are those that are listed often. Example: If every evaluation (or most) that a student gets says he is snobbish it is likely that that is the general opinion of other people. If only one person says he is snobbish it is probably not worth much consideration.

Rather than the form shown above, it might be possible to use the "Rate Yourself" sheet included in the unit on How Do You Measure Up?. Instead of just the student himself doing that rating, others might also fill in the rating and graph to give the student a basis of comparison.

NOTE: It is important that any evaluations like these be confidential. Only the student himself should see what is written about him. At the same time, the teacher should make it clear that the student should feel free to discuss these evaluations if he likes. Also, it might be a good idea to make these evaluations optional. Some students may decide not to be evaluated. Or, maybe the assignment could be only at the student's request. That way, students would only be evaluated if they wanted it done.

ME: AT AGE 25

Name _____

All people think ahead to what might be for them in the future. Much of their dreams never happen but often the dreams lead to plans and happenings. Think seriously and write short essays after each section below. Pretend you are 25 years old. Take a look at yourself as you might be then. If not enough space is provided to write use the back of this sheet or another sheet or paper.

Name a job that you think you might be doing. Don't say you "don't know," of course you don't <u>really</u> know but pick something. Tell what you do on this job, what kinds of people do you work with (if any), what do you like about your work, what don't you like. Are you tired when you get home? What did you have to do to prepare for your job? What is your income? What kind of a worker are you? Try to be fairly accurate in your answers. If you tell me you are going to be a librarian making a million dollars a year I will doubt seriously that you have thought very far. Find out how much a person makes who has the job you chose. Be realistic.

Look at yourself "at home" at age 25. Where do you live? What is it like at home? What is your house like? Are you married? Children? Pets? If you have children how are you raising them? What are you doing that your parents did right or wrong? What are your friends like?

No one works all of the time. What do you do for recreation? What are your avocations? Do you attend meetings often? What organizations do you belong to? Do you like sports, music, etc.?

What do you believe in as a person? What are the worst problems our world must face? What things really bother you about these problems? What do you feel has to be done? What are you prepared to do yourself to help? (Note: By the time you are 25 the world's problems may be very different from those of today but pretend they are the same as today.)

Think even farther ahead--age 35. Are you different from you at age 25? What is different? Why?

You have written a great deal about how you see yourself in the future. Now answer the following:

Are you now on the way to what you see for yourself in the future? List three things that are helping you to get what you want for yourself. If you are not on your way, why not? What things are going to keep you from it?

OCCUPATIONAL EXPLORATION

MATERIALS

125

Materials: The following material is a compilation of ideas from many sources of materials that may be useful to the teacher of a course in careers.

General Assignments:

1. Book Reports on Careers. These may be either given to the whole class or just to the teacher.

2. The compilation of a student college catalogue of about twenty-five colleges that offer certain types of courses (to be determined by class needs) that are located with a one thousand mile radius of their home town. This makes excellent use of college catalogues.

3. Writing letters of application (see samples in the appendix).

4. Writing job resumes (see samples in the appendix).

5. Completing application blanks (see samples in the appendix).

6. Exercises in consumer education.

7. Games and projects in economics.

8. Reports on careers.

9. Short stories on famous people and the character traits that made them successful.

Appendix:

1. Job applications

2. Job resumes

3. Letters of application

4. Economic education

5. Readings to illustrate economic terms

6. Terms in economics

7. References

PART II
OCCUPATIONAL EXPLORATION

THIS SECTION FOLLOWS AND SUPPLEMENTS PART ONE ON SELF-UNDERSTANDING. ALL THE RESOURCES NEEDED FOR SELF-UNDERSTANDING ARE INCLUDED IN PART ONE. THIS SECTION WILL INCLUDE RESOURCES AND MATERIALS AVAILABLE FOR CAREER EXPLORATION. THE TEACHER OR PERSON USING THIS MATERIAL SHOULD NOT FEEL BOUND TO IT IF IT DOES NOT FIT HIS INDIVIDUAL PROGRAM. IT SHOULD BE CONSIDERED AS A GUIDE AND NOT A COURSE OF STUDY.

BY THE TIME THE TEACHER IS READY TO START ON CAREER EXPLORATION THE STUDENT WILL HAVE SOME UNDERSTANDING OF HIMSELF WHICH SHOULD INCLUDE THE FOLLOWING ASPECTS OF THE TOTAL SELF:

1. Personality
2. Intelligence
3. Interests
4. Physical limitations
5. Abilities and aptitudes
6. Self-image
7. Interpersonal relations
8. Values, goals, beliefs, convictions, aspirations
9. Background experience

The teacher is now ready to begin the career exploration concept. In this area of career exploration the student should be told that they will look at many different types of careers and they are not expected to like all of them. They are exploring not deciding on a future life work as such.

DEFINITION OF TERMS

The terms connected with self-understanding and career exploration are part of some material that follows this. However, the teacher and students should agree on what the following terms mean.

1. Vocation
2. Avocation
3. Career
4. Profession
5. Job
6. Work

TYPES OF JOBS

This material may be divided into two broad groupings. See Sutoe Handbook published by State Department of Education for explanation of both.

1. Job Clusters (the number may vary but here are about 20 that most jobs fit into.)

   A. Agriculture
   B. Domestic and Custodial
   C. Food Services
   D. Health Occupations
   E. Construction
   F. Transportation
   G. Marketing
   H. Managerial

I. Timber Products

J. Office Operations

K. Stock Control

L. Communication

M. Public Service

N. Social Service

O. Mechanics

P. Metals

Q. Leisure Time

R. Entertainment

S. Aerospace

T. Science

2. The second broad classification of jobs is people, data, things.

   A. People who work with people - Teaching

   B. People who work with data - Programmer

   C. People who work with things - Mechanic

The amount of emphasis placed on either or both of these groupings of jobs is a decision to be made by the person teaching the class.

RESOURCES AND MATERIALS (movies, filmstrips, tapes, guest speakers, field trips)

The following are available from the Instructional Materials Center and are listed in the District 4J film catalogue. Most of them can be obtained with about one week's previous reservation.

1. If You're Not Going to College FR 700227 (audio filmstrip)
2. Preparing for the World of Work FR 700139 (audio filmstrip)
3. Getting A Job is a Job MB 700358
4. Job Interview, Three Young Men MB 690041
5. Job Interview, Three Young Men MB 690040
6. Odyssey Of A Dropout MB 690654 (dropouts)
7. Loser's Weepers MB 690684 (dropouts)
8. Four Who Quit FR 700138 (dropouts)
9. Vocations In Agriculture MB 700453
10. Air Traffic Controller MA 710029
11. An Airplane Trip by Jet MB 620425
12. Learning To Earn In Business MB 670543
13. A Moment of Decision MA 700407

14. New Horizons in Vocations MB 690127

15. Occupations and Opportunities MB 700350

16. Salesmanship, Career Opportunities MB 700454

17. Social Worker MB 710040

18. Your career As An Electronics Technician MB 700465

19. Are You Ready For A Job MA 700413

20. Auto Mechanic MB 710142

21. Biology in Today's World MA 620951

22. Careers in Art MB 710015

23. Careers in Business Data Processing MB 672310

24. Careers in Engineering MB 690880

25. Careers in Cosmetology MB 690677

26. The Designer MA 700300

27. The Forest Ranger MB 620634

28. The Marvelous Mousetrap MB 690685

29. 1964, Parts I and II MB 660206

30. The Exploited Generation FR 700223 (audio filmstrip)

31. The Case for Competition MB 690701

32. Automation, What It Is, and What It Does MB 690864

33. Technology and You MB 670522

34. Television Serves Its Community MB 650297

35. So You Want To Be A Nurse FR 700200 (audio filmstrip)

36. So You Want To Be A Tool and Die Maker MA 710027

37. News For You MB 681328

38. The Long Haul Men MB 710157

39. The Fire Triangle MB 670184

40. Bakery Beat MB 690680

41. Cattleman, A Rancher's Story MB 670124

42. The Secretary, A Normal Day MA 672706

43. Weather Scientists MB 670410

44. I Choose Chemistry MB 620068

45. I Wish I'd Known That Before I Went to College FR 700222
(audio filmstrip)

The following films are not in the district film library at this time, but will probably be included later. They are recommended as being excellent for self-understanding and career guidance.

Great Plains National Instructional Television Library - Films under the general title Career Guidance, University of Nebraska, Lincoln, Nebraska.

AIMS - Counselor Films Inc., Philadelphia, Pennsylvania, Distributed by AIMS Instructional Media Services Incorporated, P.O. Box 1010, Hollywood, California, 90028.

GUEST SPEAKERS - This resource is optional with the teacher or other person involved in teaching self-understanding and career education. The list that follows is composed of speakers who have been used in the past and who are willing to serve in that capacity. The ideal situation would be to have one speaker from each job cluster.

1. Bureau of Labor, State of Oregon, House and Wages Commission, State Office Building, Eugene, Oregon; call 686-7623. Speaker on labor laws for minors, work permits, and employee-employer relationships.

2. Apprenticeship Council, Bureau of Labor, State Office Building; call 686-7623. Speaker explains and answers questions about the apprenticeship program.

3. A personnel manager from a major department store or business. No. recommendation is made as teacher may have own perference.

4. The prevention team from your area. This group visits your school once a week and is composed of a school counselor, a social worker, and a policeman. There are many ways these people can be utilized.

5. The vocational education coordinators from School District 4J. These are valuable resource persons in a number of ways.

6. Junior Achievement Personnel. Speaker comes to the class and explains the program which is a business operated by high school students with the aid of local business men. Call 343-9431 or contact the office at 1995 Amazon Parkway.

7. Lane Community College Office of Student Affairs who will send speaker on variety of subjects. Call 747-4501.

8. Merritt Davis School of Commerce, 50 Oakway Mall, call 342-3577. Speaker will talk not only about his school, but about how to succeed on the job and personal appearance.

9. High School College Relations Committee, State System of Higher Education, University of Oregon; call 686-3111. Speaker will talk about all the schools in the state system of higher education and also how to succeed in college.

10. Lane County Labor Council, 2300 Oakmont Way; call 343-4914. Speaker will talk on any phase of labor relations that you wish.

11. Lumber Industry - Weyerhauser and Georgia Pacific will both furnish speakers on jobs in the lumber industry. They have either movies or slides that they will bring. Contact main office or above companies.

12. Meier and Frank, Valley River Center. Speakers on marketing and organizing a business, also personnel matters. Call 342-6611.

13. Forestry - Contact Lane Community College, the U.S. Forest Service or the major lumber companies.

14. Northwest Bell Telephone will furnish speakers on jobs in communications with emphasis on telephone company jobs. Contact personnel office, Eugene, Oregon; call 343-8453.

15. Legal Aid Society; call 342-6056. Will furnish speakers on a variety of subjects dealing with various phases of law. They like to talk about the problems that face young people going out into the world today.

16. Service Recruiters - Army, Navy, Marine, and Air Force recruiters explain their programs and the career opportunities available. Contact local recruiters from telephone directory.

17. Reserve Officers Training Corps, University of Oregon; call 686-3102. Speaker talks about military careers and specifically about the ROTC scholarship program.

18. City of Eugene, Parks and Recreation, City Hall, Eugene, Oregon; call 342-5221. Speaker talks about jobs in recreation and parks. Will also talk about other aspects of public service work.

For further information on Guest Speakers the teacher is referred to the catalogue published by Lane County Intermediate Education District, A Catalogue Of Community Resources, Field Trips and Classroom Visitation, 1972.

FIELD TRIPS - The following list of field trips are those that have been used in the past that the persons using them have considered as being worthwhile.

1. KVAL Television Station. Contact Gordon Bussey at the station, call 342-4961.

2. Weyerhauser Timber Company - Springfield Plant, tours at 9:30 and 1:00. Tour takes about two and one-half hours. Contact receptionist at 746-2511.

3. Sacred Heart General Hospital, Eugene, Oregon. Excellent for health occupations, contact Coordinator of Volunteer Service, 344-1411.

4. Mahlon Sweet Airport, contact airport office. Time of trip will depend on incoming flights. Call 342-5221.

5. Eugene Register Guard, 975 High Street. Contact Public Relations Office, 345-1551. Tour of newspaper plant plus movie if desired.

6. Eugene Mall, Downtown Eugene. There are a variety of ways this field trip can be handled. The cooperation of the merchants is needed and assignments in small groups to the various businesses.

7. Valley River Center - J. C. Penney and Meier and Frank will both set up a field trip through their store if desired. There are other ways you can handle this.

8. Lane Community College. This may be done in either one or two field trips. Trip number one is a tour of the college. For trip number two each student is assigned to spend a couple of hours in the department of his choice. This is an excellent field trip. Contact the Office of Administrative Assistant to the President, 747-4501.

9. University of Oregon. There are all kinds of field trips available at the university. It is even possible to get your students in to visit classes while they are in session. Contact Office of University Relations, 686-3021.

There are many more field trips that are good for small groups, but not a complete class. See publication of Lane County Intermediate Education District.

The following organizations also have programs for student observation and visitation on the job. These are small groups and arrangements are worked out with each individual employer.

Eugene Rotary Club - Contact Ronald Boehi, 342-5053.

Eugene Chamber of Commerce.

Lane County Intermediate Education District - This office has a complete file on speakers, visitations and field trips. They also have a set of cassette tapes on job interviews.

Occupational Information Access Services - This is a service using the computer terminal located in your school office. Students ask the computer questions about careers. They will receive upon request a list of people whom they can interview about their jobs. They will receive a list of jobs for which their aptitudes and interests qualify them. This is a very useful service and should be used to the fullest advantage. This program is to be expanded and all persons working in Career Education will be notified.

INTRODUCTION TO ECONOMICS

FOR THIS ASSIGNMENT YOU WILL NEED WRITING MATERIALS (paper and pencil)

Economics defined: The means by which man provides for the three basic needs of food, clothing, and shelter.

On your paper copy the following list of terms. They will be defined in class. You should also copy the definitions.

1. Free Enterprise
2. Capitalism
3. Capital
4. Wealth
5. Money
6. Work
7. Labor
8. Goods
9. Services
10. Production
11. Distribution
12. Consumption
13. Prices
14. Inflation
15. Competition
16. Depression
17. Inflation
18. Credit
19. Interest
20. Taxes
21. Stock
22. Gross National Product GNP

Part II Readings:

1. Read the article: "A Chocolate Bar and a Haircut"

   Indicate at least five economic terms from the list above that were illustrated in the article.

2. Read the article: "Why Car Dealers Don't Like Cash Buyers." Indicate at least 5 terms from the list above that were illustrated by the article.

   Answer this question: Why don't car dealers like cash buyers? At least three reasons

A CHOCOLATE BAR AND A HAIRCUT

Gerard W. Beck

Low wages don't always make for low prices. The visitor to one of the underdeveloped nations of the world--where wages are often less than a tenth of those in the United States and Canada--is always amazed to discover that prices there are often much higher than they are at home. There are two basic reasons for this. First, labor is not the only factor of production. Capital and industrial management are far more important in the production of many items. And, second, the poor nations are so poor that there is no mass market for many products such as candy bars that are common in the wealthier nations. As a result, such items can be produced only at high cost if they are produced at all.

I had been in Cochabamba, Bolivia, exactly six days. As a Maryknoll missioner assigned to Peru, I was to study Spanish for the next five months at our regional language school with other new missioners. We had been at the language only a few days when, armed with "thank you" and "where do you get the bus," we headed timidly into town. . .

On the main plaza I found a barber shop. Service was good and quick. The shop was well kept. I did miss the buzzing of clippers, but things are a little less electrical down here. The almost four weeks of travel from Maryknoll to Cochabamba had afforded no opportunity for a haircut, so I was delighted when the barber smiled at his finished work.

My first lesson in Latin-American economics began when he removed the cloth from around my neck and snapped it in one dramatic motion. "Cuanto le debo?" I dared to ask in my uncertain Spanish.

"Dos mil quinientos," he said as he bowed. Two thousand five hundred, indeed! Wait a minute, I frowned. Two thousand bolivianos equal about 16 cents, and quinientos is about a nickel. I owed my barber friend, after 20 minutes of his time and professional talent, only 20 cents!

Outside the sun shone. We circled the plaza and happened upon a candy shop. I decided todash in and pick up a few candy bars to keep me going during the long hours of class in the weeks ahead. But swapping numbers with the proprietor took time. "Four thousand bolivianos," he said.

"Just one, not a whole carton," I explained.

Then I understood. What he was telling me was that one chocolate bar cost almost 40 cents, or about double what I had paid for the dignified professional service of the barber. Incredible!

Within a half hour, then, I had experienced a simple but profound lesson in Latin Americana. First, manufactured goods such as clothes, mechanical items, canned and packaged foods are extremely expensive. Because there is almost no industrialization there, these items are imported from Europe and the United States, and are priced out of reach of the majority of the people.

The second sad fact I learned that afternoon is that Latin-American labor is cheap. In a society which values a man's time in terms of 10 or 15 cents an hour, it is no exaggeration to suggest that this society considers a man's dignified labor as a rather inexpensive item. The reason is that an increasing population cannot find enough gainful occupation in farming and grazing, the two steady sources of income in less-developed and less-populous areas. So the economic story of Latin America is that prices go up, wages stay down. . . .

WHY AUTO DEALERS DON'T LIKE CASH BUYERS

Free competition depends on informed buyers. The buyer who pays cash for a car can compare prices charged by competing dealers. The buyer who does not pay cash (and most autos are sold on credit) is sometimes not so lucky. This article, which originally appeared in a leading consumer publication, points out that some unethical auto dealers will deliberately deceive customers into paying excessive credit charges.

In hearings held at both Federal and State levels, and in a number of court cases, evidence revealing the degree to which auto retailing has become a kind of con game has been accumulating. One of the most recent records was compiled by the dealers themselves, together with their commercial allies, the banks and other lending institutions, at a hearing before California's Corporations Commissioner. The matter under consideration was Sears, Roebuck and Company's request for a license to go into the business of making automobile loans.

* * * * *

It was quite a hearing. Banks, small loan companies, industrial loan companies, sales finance companies, independent insurance companies, and auto dealers were all there, as well as Sears, of course. A big pot was at stake. More than 10% of all cars sold--new and used, for cash or credit--are bought in California, where auto sales this year could total as much as $4 billion. An estimated 70% of that amount will be financed at rates ranging upward of 36% true annual interest to a low of around 8%. These latter terms are the $4-a-$100 bank loans made directly to consumers with good credit ratings. Such low-cost loans account for only a fraction of car debt, however, because banks and other lenders make most of their loans through dealers, whose rates are considerably higher. Allstate (the Sears Insurance Company) terms, said Sears, would be competitive with low bank rates. Competition on rates, however, was not the only dealer worry, nor was it the worst. What upset auto dealers most was that Allstate loans, like the low-rate bank loans, would be made directly to car buyers; hence these borrowers would become, so far as dealers were concerned, cash buyers in their salesrooms. And more cash buyers are decidedly not what dealers are looking for.

* * * * *

The amount of the profit to be made from selling cars on time depends, in large part, on the opportunities offered for manipulating charges--or "making a package," as they say in the trade. A package consists of trade-in, insurance, and finance rates. "Three ways to skin a cat" is the way one banker at the hearing put it. "We have different rates depending on the risk," said a Ford dealer. And in answer to the question "So you adjust the basic price of the the car to fit the deal you can make?" another dealer said: "Every automobile dealer in the United States has to adjust the deal to the customer's ability to pay. . . ."

Poor Credit Better Than Cash

The dealer, however, does not adjust his price as the old-fashioned family doctor did. In auto salesrooms, the charge is an inverse of the ability to pay--the lower the ability, the higher the price. This, too, was freely admitted by the dealers. There was, in fact, a good deal of testimony from both dealers and lenders about the amount of poor-risk credit they extended. Nevertheless, the dealers, in particular, made it plain that they preferred the gamble of extending poor credit to the assurance of selling cars for cash. The gamble, of course, is not great. The car can always be repossessed to serve as a lure to another, and still higher-cost, credit deal. (Loans on used cars earn higher rates than do those on new cars.) Thus, the profit possibilities offered by even the poorest credit risks are such that dealers discourage cash buying. . . .

The trouble with the cash buyer, as the dealer sees him, is his interest in price. Furthermore, a cash transaction is usually too straightforward to allow for stratagems to deflect attention away from price. Opportunities to befuddle the credit buyer, on the other hand, are multiple beyond any layman's imagination.

* * * * *

Selling at big-volume outlets, it appears, is done on "The shuffle system," by a team made up of a "liner," a "T-O man," a finance man, and a "closer." The liner, who meets the prospect at the door, lines him up: learns whether he is a cash or a credit buyer, what he has to trade in, how much a month he plans on paying, and so on. The T-O man, to whom the liner T-O's (turns over) the prospect, builds up the deal with more extras, more insurance, longer terms, etc. The finance man figures up the take on one deal as opposed to another, adjusts the terms to make up for the trade-in, and contacts a cooperating small loan company if extra cash is needed to bolster a down payment. The closer winds up the deal.

* * * * *

Fast-Shuffle Crews

. . . the auto fast-shuffle crews know how to apply pressure almost to the limits of endurance. Salesmen appear, disappear, and reappear, "purposely making the customer wait," wrote the Committee, in order to render him "physically tired of waiting," psychologically tired of negotiation," and "more prepared to conclude an agreement and make concessions." Witnesses told of spending four to five hours in one visit to a salesroom.

One technique used to hold a customer throughout this ordeal by waiting is an astonishingly simple one known as "bushing," which the Committee defined as trapping a customer on the premises by depriving him of the automobile in which he drove to the lot. As an example of bushing, the Committee quoted from its records the case of Mrs. Hazel Cary, who had driven to the lot in a Nash:

Chairman Rees: When you wanted to get out and get in your car and drive away, you just couldn't find the Nash?

Mrs. Cary: I asked three times definitely, "Where is my car?" because I wanted to get out and drive away. They said, "Well, I don't know where it is. Maybe so-and-so knows." And you couldn't find anybody around there. Nobody knew where anybody was; there are so many of them running around here, there, and everywhere. You ask somebody and, "Oh, I don't know. Maybe he is over there."

At the end of two hours Mrs. Cary bought a new automobile, signed the papers, got in the new car immediately to drive away, and found, neatly piled on the front seat, all the personal effects that had been in the trunk and glove compartment of the missing car.

Whether induced by bushing or more subtle techniques, waiting time is apt to be spent in small customer booths called "hot boxes." A hot box is a booth wired for sound so that the sales crew has access to its victims' changing state of mind. The Committee report explains how a salesman makes use of hot box this way:

He excuses himself for a few minutes, leaving his customers alone in the booth to talk among themselves, and goes into a back office to listen to them. He hears a conversation that concludes with the wife's agreeing: "If we can pay $85 a month, it's OK with me. That way we can make these payments all right and still get by with the furniture loan also." The salesman soon returns to his customers, armed with the knowledge of their private thoughts, and asks whether they could afford "about $85 a month?" He has figured out that a 30-month contract at $85 a month is a little better even than the 24-month contract at $100 a month he was trying to write. . . .

It is in the negotiating that goes on as the liner, the T-O man, and the finance man pop in and out of the hot box that the car buyer really gets the business, however. Deal after deal is gone over, jotted down, added up, discarded, rewritten. The customer is often asked to sign several sets of documents, papers that are sometimes blank, sometimes filled out; but "in all cases," says the Committee, these multiple documents are used as "a means of preventing the customer from knowing, at any given moment, whether he is bound on any contract and, if he is, what the exact terms of the contract are." Yet, in spite of all the paper shuffling, or perhaps because of it, a great many auto contracts are signed in blank and a good many car buyers never do know what they have signed. They are not given copies of their contracts. Even if they were, chances are a number of them would have difficulty detecting such expensive paper traps as that: they have been sold unnecessary and extremely costly insurance; they have received limited coverage after asking for full coverage; their insurance premiums, which run for only one year, are included in the unpaid balance on which they pay interest for three years; their unpaid balance includes a part of their down payment; they have a balloon payment (a large final payment) they did not know they had; they have signed a second-mortgage on their home without knowing it; they have signed for a small loan at high interest rates in addition to the car loan; their debts were not consolidated as promised; and so on and on and on.

There is practically speaking, no redress for such abuses. As the Committee pointed out "a wronged buyer, whose loss is likely to be only a few hundred dollars, may find it difficult to obtain an attorney and will be dissuaded from taking any action at all." Dealers, on the other hand, "make a practice of fighting all cases . . . refuse to settle them and, if they lose in trial court, they invariably file an appeal."

* * * * *

Not all customers are equally abused. One of the liner's jobs is to figure out just how much of a pigeon has walked onto the lot. The cash buyer, the sophisticated buyer, and the rare customer who can match aggressiveness and cunning with sharpsters can withstand a fast shuffle; and all dealers are not inclined toward, nor equipped for, such dealings. The Committee's conclusion was that only a small minority of the dealers were involved in the most serious offenses; but the Committee noted that this minority was made up of large-volume dealers, whose activities exert an almost irresistible influence over smaller dealers.

PROJECTS AND MATERIALS RELATED
TO THE CONCEPT OF CAREER EDUCATION

A Design for the Development of Career Education, K-12, Texas Education Agency, Austin, Texas. July 28, 1971.

A Program of Career Development in Portland Public Schools, Portland, Oregon. June, 1971 9 p.

Bibliography of C.O.R.E. (Careers Oriented Relevant Education) Related Projects and Materials, 1970. 18 p.

Career Awareness, Dallas School District No. 2, Dallas, Oregon. C.B. "Pat" Daly, Consultant, May 21, 1971.

Career Awareness in the Elementary Schools, Oregon Board of Education, Salem, Oregon. 17 p.

Career Education: A Model for Implementation, Division of Vocational & Technical Education, Bureau of Adult, Vocational and Teacher Education. U.S. Office of Education, Washington, D.C. May 10, 1971. Draft for Discussion Purposes only. 16 p. (includes a bibliography)

Career Education, Career Awareness K-6, Intermediate Education District Marion, Polk, Yamhill Counties, July 22, 1971. 17 p. (includes a bibliography)

Career Education Curriculum Ladder, An Example of a Career Education Model, Department of Public Instruction Area School and Career Education Branch, Career Education Division, Des Moines, Iowa. Sept., 1971. 2p.

Career Education in Oregon. A State on Improving Vocational Education, Oregon Board of Education, Salem, Oregon. Aug. 1, 1970. 8 p.

Career Education in Washington County, Washington County I.E.D. Hillsboro, Oregon. (one page foldout)

Career Education - The Oregon Way -; Oregon Board of Education, Salem, Oregon. (one page foldout)

Careers Education Centered Group Guidance for Secondary Schools (7-12), August, 1971. Development by Project C.O.R.E. 25 p. (includes a rationale for Career Education)

Comments by Congressman Roman Pucinsk, Meeting on Standards and Criteria for Programs in Career Education. Center for Occupational Education, North Carolina State University, Raleigh, North Carolina, Monday, August 30, 1971. 29 p.

Career Selection and Some of its Complexities, State Department of Education, Salem, Oregon. June, 1968. 6 p.

Comprehensive Career Education Model, Career Education Project No. 1. Work Statement for Request for Proposals for Selection of Curriculum Development Contractor. (revised 3/29/71) 34 p.

Comprehensive Occupational Education ... Program Design, Wyoming State Department of Education. 1970. 22p.

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Elementary Career Awareness Programs, Springfield School District #19, Springfield, Oregon. October, 1971. 1 p.

Facilitating Career Development: An Annotated Bibliography. Division of Voc. & Tech. Educ. Board of Vocational Educ. & Rehabilitation, Springfield, Ill., July, 1970. 132 p.

Feldman, Marvin J., Making Education Relevant, The Ford Foundation, New York, N.Y. 1966. 14 p.

Gantt, Walter N., Occupational Preparation in the Elementary School, Oregon Board of Education, Salem, Oregon. Feb. 8, 1971, 5 p. (includes a bibliography)

Goldhammer, Keith, Alternative Education Futures: The Choice Before Us, Final report on a project conducted at the Center for Vocational & Technical Education, Ohio. Paper prepared by Dr. Goldhammer while a visiting scholar at the center, 1971 22 p.

Goldhammer, Keith, Notes on a Careers Curriculum, The Center for Research, Leadership & Development in Voc. & Tech. Educ., Ohio State University. June, 1971. 33p.

Guidelines for an Exploratory Career Education Program, Grade 7-10, developed for and in cooperation with the Oregon Board of Education by Springfield Public Schools, Oct. 1971. 30 p. plus appendix (includes a bibliography)

Introducing Children to the World of Work, an annotated bibliography of nonfiction library books on occupations -- for the elementary grades. State Dept. of Education, Salem, Oregon. 15 p.

Marland, Sidney P. Jr., Career Education Now. An address given at the 1971 convention of the National Association of Secondary School Principals. January 23, 1971. 15 p.

Marland, Sidney, P. Jr., Career Education - More Than a Name. Delivered before the annual meeting of the State Directors of Vocational Education, May 4, 1971. 14 p.

Moullette, John B., New Philosophies: Renewed Efforts: And Improved Strategies. Presented to members of the New and Related Services Division Am. Voc. Assoc. Convention, Portland, Oregon. Dec. 6, 1971 12 p. (includes a bibliography)

Position Paper on Career Education (National Association of State Directors of Vocational Education) Sept. 21, 1971. 3 p.

Report of the American Vocational Association Task Force on Career Education, (for discussion only) A Concept of Career Education. Dec. 3, 1971. 4 p.

Self-Study Career Education Program. Springfield Public Schools, School District #19, Springfield, Oregon. Oct. 11, 1971. 7 p.

Series of Articles on Career Development : "K-14", American Vocational Journal, Dec. 1969, p. 14-59.

Summary Project VIGOR, David Douglas District No. 40. Nov. 1970 - June 1973. 3 p.

State Plan for Vocational Education - A Mini-Report. Highlights of the fiscal year '72 State Plan, Oregon Board of Education, Salem, Oregon. 6 p.

Teacher Guide for Career Awareness Process in the Elementary Schools, Project funded by Oregon Board of Education and Springfield Public Schools, Springfield, Oregon. June, 1971. 154 p. (a funded project)

Teacher Guide for Increasing the Vocational Awareness of Elementary School Children, by Pleasant Hill School District #1, Pleasant Hill, Oregon. August 10, 1971. 162 p. (a funded project)

Tigard Career Education Program, 1971-1972, Tigard, Oregon. 210 p. (a funded project).

The Maryland Career Development Project (K-Adult), an overview, Maryland State Department of Education, Baltimore, Maryland. July, 1971. 6 p. (includes a bibliography)

World of Work, Occupational Education Program for Children, Utah State Board of Education, Provo, Ogden & Davis School Districts, Salt Lake City, Utah, 10 p.

1972 TITLE II

Selected List of Unique Title II Materials Available for Use by All Public and Private School Students Eligible for Title II Funds

PRINT MATERIALS

641.6 Ni — America's best vegetable recipes; 666 ways to make vegetables irresistible, by Nell B. Nichols. Doubleday, 1970. CHURCHILL HIGH.

Ref 370 En — Encyclopedia of education. Macmillan, 1971. 10v. EDUCATION CENTER, CURRICULUM LIBRARY.

Prof 651.7 La — Handbook of school letters, by Knute Larson. Parker, 1970. MONROE JR. HIGH.

PROF 301.45 Gr — Mexican-American people; the nation's second largest minority, by Leo Grebler. Free Press, 1970. MONROE JR. HIGH.

780.96 Wa — Music of Africa, by Fred Warren. Prentice-Hall, 1970. CAL YOUNG JR. HIGH.

738 Ri — Raku; art and technique, by Hal Riegger. Van Nostrand, 1970. SHELDON HIGH.

371.42 — Teenager and the interview, by John Keefe. Rosen, 1971. MONROE JR. HIGH.

NON-PRINT MATERIALS

S 5 — Art and environment. Litton, nd. 39 slides, 2 x 2 in., color. MONROE JR. HIGH.

K 22 — Choosing your career. Guidance Assoc., 1968. 2 filmstrips, color; 2 records, 4s, 12", 33 1/3 rpm; guide. MONROE JR. HIGH.

FILMLOOP MC 23 — Cosmetologists. EBEC, 1969. Super 8mm, color. MONROE JR. HIGH.

K 19 — Job attitudes: a job that goes someplace. Guidance Assoc., 1970. 2 filmstrips, color; 2 records, 4s, 12", 33 1/3 rmp; guide. MONROE JR. HIGH.

K 21 — Job attitudes: trouble at work. Guidance Assoc., 1970. 2 filmstrips, color; 2 records, 4s, 12", 33 1/3 rpm; guide. MONROE JR. HIGH.

K 17 Job attitudes: why work at all? Guidance Assoc., 1970. 1 filmstrip, color; 1 record, 2s, 12", 33 1/3 rpm; guide. MONROE JR. HIGH.

FILMLOOP
MC 22 Medical lab technologists. EBEC, 1969. Super 8mm, color. MONROE JR. HIGH

FILMLOOP
MC 41 Operating engineers. EBEC, 1969. Super 8mm, color. MONROE JR. High.

S 4 Pattern and environment. Litton, nd. 36 slides, 2 x 2 in., color. MONROE JR. HIGH.

K 20 Preparing for the jobs of the '70's. Guidance Assoc., 1969. 2 filmstrips, color; 2 records, 4s, 12", 33 1/3 rpm; guide. MONROE JR. HIGH.

K 768 1787, a simulation game. Olcott, 1970. 1 record, 1s, 12", 33 1/3 rpm; 20 delegate profile cards; 26 delegate handbooks; 4 duplicating masters; 1 wall chart; book (pb) "'1787', the grand convention" by Clinton Rossiter; teaching guide. EDUCATION CENTER, CURRICULUM LIBRARY.

FILMLOOP
MC 40 Stewardesses. EBEC, 1970. Super 8mm, color. MONROE JR. HIGH.

S. 6 Visual communications. Litton, nd. 38 slides, 2 x 2 in., color. MONROE JR. HIGH.

K 16 What you should know before you go to work. Guidance Assoc., 1967. 2 filmstrips, color; 2 records, 4s, 12", 33 1/3 rpm; guide. MONROE JR. HIGH.

Compiled to comply with P.L. 89-10, ESEA of 1965, Title II Amendment regulating use of unusual materials, drafted by the U.S. Office of Education in April, 1967.

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Lane County School Dist. 4J
April 20, 1972

HT/dh

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GAMES AND SIMULATIONS FOR PERSONAL ECONOMICS, CONSUMER ECONOMICS, CAREER OPPORTUNITIES*

BUDGETING GAME

Source:	Changing Times Education Service (addresses listed at end)
Subject:	Consumer economics
Grade level:	Junior and senior high
Playing time:	2-4 hours
No. of players:	Teams of 4
Cost:	Contained in a consumer education unit, $22.50; available separately for $2.95.

Students simulate a middle-income family of four earning $10,000. They must decide how to spend their money over a twelve-month period. The objective is to keep family spending equal to or less than the budget allotment. In this way students learn that families make different choices about spending and saving, depending on their way of living, their needs and wants, their interests, likes and dislikes, hobbies and family goals.

COMPLAINT GAME

Source:	Changing Times Education Service
Subject:	Consumer economics
Grade level:	Junior and senior high
Playing time:	1-2 hours
No. of players:	8-12
Cost:	Contained in a consumer education unit, $22.50

Students role-play a customer of a department store and store employees. The objective of the game is for a customer to present his complaint as effectively as possible. His goal involves getting the store to repair or replace the appliance he had purchased or to give him a refund.

CONSUMER

Source:	Academic Games Associates
Subject:	Consumer education
Grade level:	Senior high to undergraduate college
Playing time:	2-6 hours
No. of players:	11-34
Cost:	$25.00

Consumer is a unit on consumer buying processes. It involves the players in the problems and economics of installment buying. The purpose of the exercise is to teach students how to calculate true interest rates, how to negotiate contracts with credit managers, and the problems and economics of budgeting and buying. Participants assume the roles of consumers, credit agents and store owners. Consumers compete to get maximum pleasure from their purchases and minimum credit charges; credit agents compete for the best terms to the most people. Decisions must be made on what, whether, and when to buy goods; whether and when to use credit; creditors must decide to whom and under what

*Source: Lewis, Darrell, and Wentworth, Donald; Games and Simulations for Teaching Economics: Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York, 10036 ($1.75), 1971.

terms to give credit. (This is also available as a computer game which can only be played by one person at a time. Special arrangements must be made with BOCES).

ECONOMIC SYSTEM

Source:	Western Publishing Company
Subject:	Competitive economic system
Grade level:	Junior and senior high to undergraduate college
Playing time:	2-6 hours
No. of players:	7-13
Cost:	$25.00

Economic System is based on the interrelationship of a competitive economic system. Mine owners, manufacturers, workers, and farmers produce, market and consume goods while trying to make a profit and maintain a high standard of living. The game attempts to provide a graphic illustration of concepts relating to the operation of economic systems, including the dependence of each part of the system on the activities of other parts; ways in which group demands can cause the individual to modify his behavior; and how players can use their power to see to it that their own interests play a role in any group demands and collective goals that may be formulated. Players can also learn about the problems of international trade, the problems of taxation and the provision of public goods.

F.L.I.P.

Source:	Instructional Simulations
Subject:	Consumer education, economics
Grade level:	Senior high to undergraduate college
Playing time:	5 hours
No. of players:	1-40
Cost:	$34.00

A one or two-person simulation and didactic unit treating the factors of budgeting, life-style, credit management, payment schedules, investment programs, purchase options and income management. Twelve simulated periods, or one year, are conducted. Twenty different families are available as didactic units, each illustrating the role of family size, income, education. occupation, residence, and related socio-economic variables as determinants of family life income patterns.

LIFE CAREERS

Source:	Academic Games Associates
Subject:	Career choice and opportunity costs
Grade level:	Junior and senior high to undergraduate college
Playing time:	2-6 hours
No. of players:	4-20
Cost:	$35.00

Life Careers contains certain features of the "labor market," the "education market" and the "marriage market" as they now operate in the United States and as projections indicate they will operate in the future. Players work with the profile of a fictitious person, allotting his time and activities among school, studying, a job, family responsibilities, and leisure time.

LIFE CAREERS (Cont.)

Each team represents a teenager planning and then living through about eight years of life. The objective is to plan a life which gives specific rewards to the person whose role is assumed by the participants. It is intended to give participants some advance experience in planning for their own future.

MARKET

Source:	Science Research Associates
Subject:	Economics, supply and demand
Grade level:	Senior high to undergraduate college
Playing time:	2-5 hours
No. of players:	Minimum of 6
Cost:	$1.25 per booklet (Each student needs booklet.)

The purpose of this game is to demonstrate how price is established through changing demand and supply conditions. It also illustrates the concept of diminishing returns. Participants represent buyers and must make budgeting decisions on what to consume, given a fixed budget. They must decide on quantities of goods to buy, what prices to pay for the goods, and how much money they should save. Their objective is to gain satisfaction points through purchasing goods at varying prices.

MARKET GAME

Source:	Holt, Rinehart, & Winston
Subject:	Free market economy
Grade level:	Junior and senior high to undergraduate college
Playing time:	1-2 hours
No. of players:	16-30
Cost:	Contained in book, $3.76

This game is designed as a learning resource to be used in the study of free market economic relations. Developed as part of a book entitled Comparative Economic Systems for use in high school economics courses, the unit stresses aggregate intergroup economic actions, rather than micro feature. Part of the ninth-grade section of the Holt Social Studies curriculum developed by Edwin Fenton.

MARKET GAME

Source:	Joint Council on Economic Education
Subject:	Economics, supply and demand
Grade level:	Junior and senior high
Playing time:	2-4 hours
No. of players:	8-30
Cost:	$1.75

Market Game is based on the operations of supply and demand in a competitive market. Using wheat as a commodity, plus stages from production, processing, distribution to consumption, the flow of economic factors is exposed through player trading and negotiation. Available in Economics Reading for Students of Ninth-Grade Social Science, Pittsburgh DEEP materials.

MARKETPLACE

Source:	Security Pacific National Bank (distributed by the Joint Council on Economic Education)
Subject:	Economics, Economic systems
Grade level:	Senior high and undergraduate college
No. of players:	20-50
Playing time:	6-12 hours
Cost:	$75.00

Marketplace is a game which translates basic economic concepts students read about in an introductory textbook into a series of transactions which simulate a macro-economic world. The economic concepts that are demonstrated by events in the game are supply, demand, dilemma of unlimited wants and limited resources, factors of production, circular flow of capital and goods, the functions of money, the influence of the profit motive, division of labor, and the market. The essence of the game is to provide students with a systems approach to economics. This conceptual framework should help them make appropriate economic judgments. Teams of students role-play households and businesses: manufacturers, retailers or banks. Through a process of buying and selling participants acquire units of satisfaction. The team which acquires the most units of satisfaction by the end of the game is the winner.

SPEND THRIFT

Source:	Richard D. Irwin
Subject:	Personal economics
Grade level:	Senior high
Playing time:	2 hours minimum
No. of players:	Minimum of 2
Cost:	Contained in book, $6.95

The game attepts to teach goal setting, value structure within a family group, and financial management of family affairs. Participants role-play the head of a family. They are given alternative decisions relating to the expenditures of family income. They must make choices which will help them gain optimal financial status and family satisfaction. This exercise is described in The Management Game--How to Win With People.

STRIKE

Source:	MacMillan Company
Subject:	Labor-management relations
Grade level:	Senior high to undergraduate college
Playing time:	2-3 hours
No. of players:	16-40
Cost:	Negotiated with developer

The purpose of this simulation is to help participants understand the complexities of labor-management relations, to understand and engage in methods of achieving objectives and resolving conflicts. Participants act as company officers, union officials, and representatives and government labor mediators. They must decide on wage settlements, working conditions, holidays, length of working days and fringe benefits. The objective is to gain a contract most beneficial to their respective needs and goals and to avoid or mediate a labor dispute.

WHEAT MARKET

Source:	Joint Council on Economic Education
Subject:	Agriculture, supply and demand
Grade level:	Junior and senior high, undergraduate college
Playing time:	1-3 hours
No. of players:	20-60
Cost:	$1.50

Wheat Market is a role-playing simulation in which students participate as buyers and sellers of wheat in a purely competitive market. The objective of the game is to simulate how a market will reach an equilibrium price level. This exercise is available in Teacher's Manual, Reading in Economics for 12th Grade Students of American Democracy (Pittsburgh DEEP materials), and in American Economic Review (May 1965).

WHEELS

Source:	Paul S. Amidon
Subject:	Personal economics
Grade level:	Senior high to undergraduate college
Playing time:	2-4 hours
No. of players:	1-4
Cost:	Sample set $2.50, complete series $40.00

This computer-based simulation is designed to provide students with experience in purchasing and maintaining a car successfully for one year. The experience includes purchase of car, selection of method of financing, choice of insurance and provision for running expenses. The computer randomly assigns accidents, major repairs, and unexpected events, and calculates running expense. It is also available through Honeywell time-sharing (EDINET) Centers.

FAMILY DECISIONS

Source:	Cooperative Extension Service, Washington State University
Subject:	Family decision making at different income levels
Grade level:	Junior high to college
Playing time:	50 minutes up
No. of players:	4-60
Cost:	$6.00

Game simulates awareness of alternatives and the probabilities of positive and negative outcomes in decision making. It also focuses attention on the interdependence of decisons and the importance of values in reaching decisions on a personal or group basis. The game simulates families with four income levels--$1,600 to $35,000 a year. The decisions range from how to spend money to relationships with in-laws.

SOURCE ADDRESSES

Academic Games Associates
430 East 33rd Street
Baltimore, Md. 21218

Paul S. Amidon and Associates, Inc.
5408 Chicago Avenue South
Minneapolis, Minn. 55417

Changing Times Education Service
1729 H. Street N. W.
Washington, D. C. 20006

Cooperative Extension Service
Washington State University
Pullman, Washington 99163

Holt, Rinehart, and Winston
383 Madison Avenue
New York, New York 10017

Instructional Simulations, Inc.
2147 University Avenue
St. Paul, Minnesota 55104

Richard D. Irwin, Inc.
1818 Ridge Road
Homewood, Ill. 60430

Joint Council on Economic Education
1212 Avenue of the Americas
New York, New York 10036

The MacMillan Company
866 Third Avenue
New York, New York 10022

Science Research Associates
165 University Avenue
Palo Alto, California 94031

Western Publishing Company, Inc.
School and Library Department
850 Third Avenue
New York, New York 10022

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Special Education Instructional Materials Center

West Virginia University
Kanawha Valley Graduate Center
P. O. Box 547 W.
Nitro, West Virginia

A PARTIAL BIBLIOGRAPHY FOR VOCATIONAL EDUCATION

Iva Dean Cook
State Coordinator SEIMC Activities
June, 1971

About Books, K-8. Children's Press.
See previous description.

About You, 9-12. SRA.
Helps the high school student understand himself and others better and help him develop.

Accent/Personality Series.
Follett Publishing Co.
Taking Stock
You and Your Needs
You and They
You Are Heredity and Environment
Teacher's Manual
A new concept of concise, easy-to-manage booklets dealing with basic social skills in a unique way. Emphasis is on discussion between instructors and students as a means of developing thinking skills and of conveying useful information and concepts. All material is high-interest low-readability, and is divided into small units that help assure learning success.

Accent/The World of Work.
Follett Publishing Company.
Getting That Job
Keeping That Job
You and Your Occupation
You and Your Pay

Basic Driver Education. Special Education Publications.
A 174 page worktext written to teach basic information concerning driver education to retarded youth.

Basic Typing Step By Step.
Curriculum Research Press.
Typing manual which begins with a list of operating parts and goes through every step ending with a practice exam for the civil service.

Campus Work Experience. Allen Co.
Worktext for nonacademic high school students designed to be used before or concurrently as a student is assigned to school service on campus.

Careers for High School Graduates, 7-12. SRA.
Designed for students who do not plan to go to college, this kit offers a selection of 114 SRA Jr. Occupational Briefs as an aid for their post-high school planning.

Careers for Women, 7-12. SRA.
Geared specifically to the young woman, this kit provides information to assist her in making educational and vocational plans. It answers such questions as "What occupations am I likely to find most suitable?" "How much education or training will I need for them?"

Career Information Kit, 9-12.
SRA.
This library of the very best available occupational materials furnishes comprehensive information on jobs that employ over 90 percent of the labor force today.

Choosing Your Career. Coronet Learning Program.
A programmed re-usable booklet written in linear format. Included is a Self-Appraisal sheet which the student fills in as he works the program.

Discovering Yourself, 7-9, SRA.
This booklet helps develop the concept of self. Includes self appraisal charts, quizzes, and examples.

Eddie in School. Fearon Publications.
A book containing thirty short stories which deal with the learning experiences of a teenage city boy. Teacher's manual included.

Elementary Typing Step By Step.
R. C. H. Publishing Company.
A basic typing manual simple enough to be used by a teacher who cannot type herself.

Experiences in Wood and Related Materials for Special Classes.
Follett Publishing Company.
Excellent for teacher reference.

Finding Ourselves. Frank E. Richards Publishing Co.
Map reading from a globe, a wall map, a state map and a city map designed to improve academic skills.

Finding Your Job. Finney Co.
This series is comprised of six units. Each unit contains five different volumes, with twelve monographs in each volume. The six complete units contain 360 different job descriptions.

Finding Your Job Workbook.
Finney Company.
The workbook consists of 72 pages and is designed for use in special classes. There is an assortment of lessons, with which there are working and answering spaces. Each page is perforated, thus permitting removal for correcting or for the purpose of enabling the student to take one lesson home as a homework assignment. To be used with Finding Your Job series of monographs.

Follett Vocational Reading Series.
John Loveron, Auto Mechanic
The Dolso Sisters, Beauticians
Anita Powers, Office Workers
The Millers and Willie B., Butcher, Baker, Chef
Helen Green, Dept. Store Worker
Marie Perrons, Practical Nurse
A series of books designed to meet the needs of high school students and young adults who are not reading on their level. The books introduce the students to the world of work.

Foundations of Citizenship. Frank E. Richards.
The books and accompanying paperbacks stress social adjustment with an emphasis on the world of work.

Getting a Job. Fearon Publications.
A worktext on jobs available and how to apply for them.

Getting Along Series of Skills Workbooks. Frank E. Richards
After School is Out
Al Looks for a Job
On the Job
Money in the Pocket
From Tires to Teeth

Getting and Holding a Job.
Frank E. Richards Publishing Co.
A worktext designed for the young adult getting ready to enter the world of work.

Getting Ready for Payday.
Frank E. Richards Publishing Co.
This paperback worktext deals with money which a youth might receive after employment.

Getting Ready to Drive.
Frank E. Richards Publishing Co.
A worktext designed to aid the non-academic student in preparation for oral or written driver's test.

Guidance Series Booklets, 9-12. SRA.
These booklets provide educational, vocational, personal, and social guidance for high school students. The 57 booklets are from 48 to 56 pages in length, illustrated and paperbound.

Handbook of Job Facts, 9-Adult. SRA.
Covers 300 jobs and provides key information on duties, employment opportunities, required qualifications, education, training, chance of advancement, salaries, and outlook.

Help Yourself to a Job. Finney Company.
Three books designed for use in special classes, by slow learners and underachievers. Each of the workbooks has a content of approximately 70 pages. The individual lessons are perforated thus permitting removal for correcting or for the purpose of enabling the student to use the lessons as homework assignments.

How to Answer When Money Talks. Amidon and Association.
A worktext with problems on installment financing, credit savings, etc.

How To Be A Better Student, 7-9. SRA.
Shows how to use study time most effectively. Illustrations, charts, and tests help students evaluate study habits.

How To Choose and Use Stanley Tools. Stanley Tools Publications.
See previous description.

How To Get A Job. A Handy Guide For Jobseekers. U.S. Government Printing Office.
This 5-page booklet offers tips to the young adult EMR on ways to look for a job. Teacher's manual available.

How To Hold Your Job. John Day Company.
Teacher's Manual and workbook offering practical information and guidelines for holding a job.

If You're Not Going to College, 9-12. SRA.
This book provides information on occupational possibilities, education and training available for those not planning to attend college.

I Want a Driver's License. Ferne Tripp.
A worktext designed to assist the non-academic in preparing himself for a job.

I Want a Job. Frank Richards Publications.
Forms and procedures essential for job applications.

I Want a Job. United Transparencies, Inc., 1964.
15 transparencies and workbook.

Jerry Works in a Service Station. Fearon Publishers.
A story of a teen-age high school graduate who gets hired as a service station attendant, and how Jerry prepared himself for the job.

Job Experience Kit, 8-12. SRA.
A collection of work-simulation experiences in twenty representative occupations. Highly effective in generating student interest in career exploration.

Job Family Series Booklets, 7-12. SRA.
These booklets illustrate how different jobs are related through common factors, satisfying similar interests for instance, or requiring similar skills. 20 booklets.

Jobs in Your Future. Scholastic Book Company.
A worktext to aid in preparing the student for the world of work.

Junior Guidance Series Booklets, 6-9, SRA.
These illustrated booklets provide educational, vocational, personal, and social guidance for the junior high school student. 20 booklets, 40 pages in length. Paper.

Lawson Training Kit. Gary D. Lawson.
A kit consisting of four units--money, signature, survival words and foods. Accompanying manual suggests uses for the 23 - 9" x 11" cards.

Learn How To Study, 4-7. SRA.
See previous description.

Looking Toward High School. 7-9, SRA.
Informative activity test answers key questions about high school and encourages the student in planning his career.

Measure, Cut, and Sew. Holt, Rinehart and Winston.
A paperback book which is a step by step guide to sewing. Such topics as alterations, commercial patterns, materials and others are covered.

Money, Credit, Banking. Amidon and Associates.
A consummable worktext concerning money, credit, and banking.

Money Makes Sense. Fearon.

New Rochester Occupational Reading Series, 9-12. SRA.
Provides both reading instruction and information about the world of work. Mature in content but scaled as low as second grade reading ability, the series emphasizes, in story form, the attitudes and skills that lead to success on the job and in society.

Occupational Exploration Kit, O-12 SRA.
Provides students with a systematic personalized approach to job investigation.

Occupational Notebook Program and Teacher's Guide. Research Press.
This program will serve as the basis for a practical job preparation course for retarded or limited students. The student's notebook, when completed, will serve as a written record and compedium of the student skills and attitudes, featuring sections on job vocabulary, specific skills, nature of work, employer and employee relationships, job qualifications, job applications, use of the telephone, personal grooming, use of public transportation, and many others. Teacher's Guide also available.

Occupational Outlook Handbook. U.S. Department of Labor.
A book on all types of occupations, information concerning each trend in population and employment.

On the Job. Frank E. Richards.
A sequel to I Want a Job.

Paycheck: What Mike, Ralph and Lou Learned About Their Take Home Pay. Follett Publishing Company.
This book shows how gross pay is computed and how deductions are made on salaries.

Photography. Random House.
Teacher reference or student recreational reading.

Planning Meals and Shopping. Fearon Publishing Company.

Planning My Future, 7-8, SRA.
Text contains self-administered tests and inventories that help guide students in making preliminary educational as well as vocational decisions.

Prevocational Workbook and Instructor Guide. Texas Education Agency.
See previous description.

Programmed Elementary Typing, 7-9, R. E. H. Publishing Company.
Nine subject divisions in this basic typing manual can be used by teachers who cannot type.

Retail Salesclerk Yardgoods.
Follett Publishing Company.
This book explores the daily work of the retail yardgoods clerk. It shows how communication skills and math are used in the world of work.

Road Signs, One Hundred and Twenty Authentic. Fern Tripp.
See previous description.

Skill Text for Young Drivers.
Special Service Supply.

Snip, Clip, and Stitch. Research Press.
Designed as a home-making course for mentally retarded girls.

Target Series. Mafex Associates, Inc.
A series of student texts, workbooks, and teacher's guides divided into three phases:
Citizenship
Employment
Family Living and Business

Teen-Agers at Work. Allen Company.
A worktext based on seven work situations, school cafeteria, gas station, bakery, supermarket, shipping clerk, hospital aide, and doughnut shop helper. Suitable for pupils in a work-study program.

Teen-Agers Prepare for Work.
Allen Company.
Worktext covering many jobs which includes useful information on various topics.

Teen-Guide to Homemaking.
Webster Division/McGraw Hill Book Company.
Lessons are suitable for boys and girls both, with emphasis on skills needed in a home where adults work. Highly illustrated with black and white photographs with some color photographs.

The Happy Housekeepers. Frank E. Richards.

The Joy of Woodworking. Random House.
Teacher reference or supplementary reading for the student.

The World of Work: You and Success.
R. E. H. Publishing Company.
A workbook and teacher's manual designed to strengthen the student's functional vocabulary with words he must be acquainted with to obtain and keep a job.

To Be A Good American Series.
Fearon Publishing Company.
A series of four worktexts designed to good citizenship.

Turner Career Guidance Series.
Follett Publishing Company.
A series of six workbooks providing a program in career planning.
Wanting a Job
Training for a Job
Starting a Job
Looking for a Job
Holding a Job
Changing a Job

Turner Livingston Communication Series.
Follett Publishing Company.
The Television You Watch
The Language You Speak
The Newspapers You Read
The Letters You Write
The Movies You See
The Phone Calls You Make
Teacher's Guide

Turner Livingston Reading Series
Follett Publishing Company.
The Person You Are
The Money You Spend
The Family You Belong To
The Jobs You Get
The Friends You Make
The Town You Live In
Teacher's Guide

Typing for the Handicapped Series
One. One Hand Typing Step by Step.
R. E. H. Publishing Company.
For persons with less than five fingers on each hand.

Understanding the Automobile.
Follett Publishing Company.
A worktext that discusses nine systems of the automobile.

Using Money Series. Frank E. Richards.
Four worktexts designed to teach processes involving money.
Book I - Counting My Money
Book II - Making My Money Count
Book III - Buying Power
Book IV - Earning, Spending and Saving

Vocational English and English on the Job. Globe Book Co.
English needed in preparation for the world of work.

What Job For Me? Series.
Webster Division/McGraw Hill Book Company.
A series of 18 books written at a fourth grade reading level that can be used in vocational education or remedial reading.
Charley the TV Repairman
Cool It, Man!
John, The Second Best Cook in Town
Frank the Vending Machine Repairman
Carmen the Beautician
Nick the Waiter
Ginny the Office Assistant
Judy the Waitress
Betty and Her Typewriter
Joe the Salesman
Tim the Draftsman
Phil the File Clerk
Tom the Merchant Seaman
Keep It Clean
Sandy the Lineman
Burt the Policeman
Ned the Taxicab Driver

What I Like to Do, 4-7, SRA.
See previous description.

Widening Occupational Roles Kit, 6-9. SRA.

Woodworking. Random House.
For teacher reference or supplementary reading for the student.

Workshop Planning Sheets.
R. E. H. Publishing Company.
A pad of planning sheets, each sheet organized under headings such as materials needed for projects, tools used, etc.

You Learn to Type. McGraw Hill.
Manual for slow learners in easy language. Seventy lessons. Notes to the coach are printed in red in the margin.

You and Your World. Fearon.
A worktext featuring activities from the home, school, community, and country.

Your Checking Account. Amidon and Associates.
A worktext dealing with banking information.

FILMS

Avid Corporation
Employment Opportunities
Work Habits and Attitudes
Safety, Health, Citizenship
World of Work

Eye Gate House
America At Work

FILMS (continued)

Basic Electrical Principles, 7-12. SVE.

Basic Tools for Woodworking, 7-12. SVE.

Business Filing, 9-12, SVE.

Car Care for Safety. Filmstrips and tape reels. Eye Gate House. A series of filmstrips with tape recordings which teach responsibility for safety on the road which includes good driving habits and good car maintenance habits. Includes 8 color filmstrips and 8 standard size tape reels and teacher's manual.

Community Helpers - 8mm films. Potter's Photographic Applications Company, Mineola, N.Y.
The Bus, The Service Station, Shippers, The Butcher, The Paper Boy, The Airport, and Fuel Supply.

Electricity At Work, 7-12. SVE.

Job Opportunities Now, 7-12. SVE.

Learning to Use a Sewing Machine. 7-12. SVE.

Metalworking, 7-12. SVE.

Occupational Education. Eye Gate House.
The Job Interview
Stocker in a Supermarket
Fixing a Flat Tire
The Waitress
How To Use a Checkbook
The Variety Store
The School Cafeteria Worker
The Nurse's Aid
The Gas Station Attendant

Opportunities, 7-12. Eye Gate.

Portable Power Tools, 7-12. SVE.

Shop Safety, 9-12. Coronet.

The ABC's of Getting and Keeping a Job, 7-12. Eye Gate.

The Wonderful World of Work: Vocational Opportunities, 7-12. Eye Gate House.

Your Future Series. Guidance Associates.

PROFESSIONAL READING

A Design for Daily Living Curriculum Guide for Children and Youth with Intellectual Disabilities. Jacksonville, Florida, Duval County Schools, 1966.

Alcorn, Dewaine. Special Education Curriculum Guidelines for Teachers of Educable Mentally Retarded Children in Nebraska. Lincoln. State Department of Education, 1965.

Alkana, Jack J. General Handbook of Tools and Crafts. Curriculum Research, 1968.

Allen, Amy A. and Virginia Baker. Slow Learning Children in Ohio Schools. Columbus: Ohio State Department of Education, 1962.

An Opportunity for Dignity Through Work, an Occupational Training Center for the Mentally Handicapped. Final Project Report. Lt. Joseph P. Kennedy School for Exceptional Children. Palos Park, Illinois, 1966.

An Outline of Procedures for Operating an Employment Orientation Program for Mentally Retarded Students Enrolled in Special Classes in Secondary Schools in New Jersey. Trenton, New Jersey: Department of Education, November, 1962.

Baer, Max and Edward Roeber. Occupational Information: The Dynamics of Its Nature and Use. Chicago: Science Research Associates.

Bitter, James A. et. al. Work Experience Center, Rehabilitation of the Retarded. Final Report. Missouri: St. Louis Jewish Employment and Vocational Service, August, 1967.

Burchill, George. Work Study Programs for Alienated Youth. Chicago. Science Research Associates.

Connecticut. Bureau of Pupil Personnel and Special Education Services. The Educational-Work Experience Program for Educable Mentally Retarded Youth. Hartford, 1962.

Crawford, William L. Guidelines Work Study Program for Slow Learning Children in Ohio Schools. Columbus: 1967

DiMichael, Salvatore G. New Vocational Pathways for the Mentally Retarded. Washington, D. C.: American Personnel and Guidance, 1964.

DiMichael, Salvatore G. Providing Full Vocational Opportunity for Retarded Adolescents and Adults. Washington, D.C.: National Rehabilitation Association, 1964.

Employment of the Handicapped. Guide to Job Placement of the Mentally Retarded. Washington, D. C.: U. S. Presidents' Committee on Employment of the Handicapped.

Groello, Marvin C. A Pilot Project in Curriculum Development for Work Experience and Occupations Courses for Educable Mentally Retarded Students. Oakland, California: Oakland Unified School District, August, 1967.

Hall, David, et. al. To Develop Work Evaluation and Work Training Techniques Designed to Facilitate the Entry of Mildly Retarded into Service Occupations. Final Project Report. Washington, D. C.: Vocational Rehabilitation Administration, August, 1965.

Jones, Mona and Ditha Kandel. Work Adjustment as a Function of Occupational Therapy. Third International Congress of World Federation of Occupational Therapists, Study Course 5. New York: American Occupational Association, 1964.

Jones, Phillip R. The Relationship of Vocational Outlook and Special Educational Programs for Adolescent Educable Mentally Handicapped. Urbans, Illinois: Illinois University 1966.

Katz, Elins. An Independent Living Rehabilitation Program for Seriously Handicapped Mentally Retarded Adults. Final Report. Washington, D. C.: Vocational Rehabilitation Administration. 1965.

Louisville Public Schools. Work Study Program, Educable Mentally Retarded Grades 10-11-12. Louisville: 1967.

Kokaska, Charles, et. al. "Vocational Preparation at the Elementary Level." Teaching Exceptional Children, Winter, 1970.

Kolstoe, Oliver P. and Roger M. Frey. A High School Work-Study Program for Mentally Subnormal Students. Illinois Southern Illinois University Press, 1965.

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Lawson, Arthur. Homemade Toys for Fun and Profit. Van Rees Press. New York, 1953.

McNeice, William and Kenneth R. Benson. Crafts for the Retarded. McKnight and McKnight, 1964.

Mental Handicaps. Developing a Work-Experience Program for Slow Learning Youth. Columbus: Ohio Department of Education, 1964.

Norris, Wills. Occupational Information in the Elementary School. Chicago: Science Research Associates.

Office of Education. Opening Doors Through Educational Programs for Institutionalized Delinquents. Washington, D. C.: Office of Education, 1967.

Parnicky, Joseph J., et. al. Evaluating and Developing Vocational Potential of Institutionalized Retarded Adolescents. New Jersey: Edward R. Johnstone Training Residential Center, 1963.

Peterson, Richard O. Guide to Jobs for the Mentally Retarded. Pittsburgh: American Institute for Research, 1964.

Policy and Procedure for a Vocational Education Work-Study Program for Severely Mentally Retarded Pupils. Santa Cruz County Work-Study Program, Santa Cruz, California, July, 1966.

Preparation of the Mentally Retarded for Gainful Employment. United States Department of Health, Education, and Welfare. Bulletin, 1959, No. 28.

Put, Louise J. Equipment Guide, Young Homemaker. Iowa State University, 1967.

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Allen Company
4200 Arbutus Court
Hayward, California 94552

Amidon and Associates
1035 Plymouth Building
Minneapolis, Minnesota 55402

Avid Corporation
10 Tripps Lane
East Providence, Rhode Island
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Chicago, Illinois 60607

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Coronet Learning Programs
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McGraw Hill Book Company

Davis Publications

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9488 Sara Street
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Guidance Associates
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757 Third Avenue
New York, New York 10017

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383 Madison Avenue
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Mafax Associates, Inc.
Box 159
Johnstown, Pennsylvania 15907

McGraw-Hill Book Company
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Ohio State Board of Education
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Potter's Photographic Applications Company
Mineola, New York

R. F. H. Publishing Company
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Scholastic Book Service
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Science Research Associates
259 East Erie Street
Chicago, Illinois 60611

Society for Visual Education
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Chicago, Illinois 60614

Special Education Publications
718 Mills Avenue
North Michigan, Michigan 49445

Special Service Supply
Box 705
Huntington, New York 11743

Stone Educational Publications
6363 Broadway
Chicago, Illinois 60626

Texas Educational Agency
201 East 11th Street
Austin, Texas 78711

United Transparencies, Inc.

United States Office of Education
Washington, D. C.

An Annotated Bibliography of Nonfiction Library Books on Occupations--For The SUTOE Program

Community Government and Service

Librarian

Clarke, Joan Dorn. Your Future as a Librarian; (Careers in Depth Series). Richards Rosen, Inc., 13 E. 22nd Street, New York 10, New York. 1963, $2.95, (7-8) The basic facts of the library history and development are presented in a conversational approach.

Medicine

Burke, Betsy and Paradis, Adrian. The Life You Save; Your Career in Health. David McKay Company, Inc., 119 W. 40th Street, New York 18, New York. 1962, $3.95. (7 and up) Innumerable and varied careers in health and medicine are described.

Clapesattle, Helen. The Mayo Brothers. Houghton Mifflin Company (Riverside Press, Cambridge) 2 Park Street., Boston 7, Mass. 1962, $1.95, (6-8) The biography presents the lives of pioneer doctors who established the famous clinic.

Compton, Grant. What Does a Veterinarian Do. Dodd, Mead & Company, Inc., 432 Park Avenue, S. New York 16, New York 1964, $2.50, (4-7) A thumbnail history of veterinarian medicine precedes a description of the training and work of a veterinarian.

Coy, Harold. Doctors and What They Do. Franklin Watts, Inc., 575 Lexington Avenue, New York 22, New York. 1956, $2.95, (6-8) The scientific aspects of the work of a doctor are presented as well as the variety of kinds of work and research.

Dodge, Bertha S. The Story of Nursing; illustrated by Barbara Corrigan. Little, Brown & Company, 34 Beacon Street, Boston 6, Mass. 1954, $3.50, (7-10) A history of the nursing profession as well as some of the fields of nursing that are open to girls and women of today are described.

Eberle, Irmengarde. Modern Medical Discoveries. Thomas Y. Crowell Company 432 Park Avenue, S. New York 16, New York. Revised edited 1959, $3.00, (6-8) Interesting information of how scientists work to make such important discoveries as penicillin and the sulfa drugs is presented in an easily read style.

Fleming, Alice. Doctors in Petticoats. J. B. Lippincott Company, E. Washington Square, Philadelphia 5, Penn. 1964, $3.50, (6-9) The biographies sketch the lives of 10 women who have made contributions to the medical profession.

Medicine (Cont.)

Greenberg, Saul M. & Joan R. So You Want to Be a Dentist. Harper & Brothers 49 E. 33rd Street, New York 16, New York. 1963, $3.50, (7 and up) The field of dentistry is described from undergraduate days to the day the dentist hangs out his shingle. Costs, courses, exams, internship, etc., are covered.

Hyde, Margaret O. Medicine in Action: Today and Tomorrow; illustrated by Clifford Geary. Whittlesey House, McGraw-Hill Book Company, Inc., 330 W. 42nd Street, New York 36, New York, 1956, $3.00, (6-8). Details are presented of health practices and the various duties of doctors, as well as how research is carried on.

Kitay, William. The Challenge of Medicine. Holt, Rinehart, & Winston, Inc., 383 Madison Avenue, New York 17, New York, 1963, $3.50, (7-12). This book presents a brief survey of medical history, the various fields of specialization, and the qualifications, training, and opportunities of the profession.

McCoy, J. J. Animal Servants of Man. Lathrop, Lee & Shepard Company, Inc. 419 Park Avenue, S. New York 16, New York, 1963, $3.95, (6-9). Guidance Material is included for those interested in working with animals as a career. Individual chapters discuss the important domestic and those not domesticated animals which have given man valuable service in such areas as psychological and space research.

Noble, Iris. Nurse Around the World: Alice Fitzgerald. Julian Messner, Inc., Publishers, 8 W. 40th Street, New York 18, New York, 1964, $3.25, (8-10). Through Alice Fitzgerald's personal and professional experiences (1874-1962), a picture of nursing is presented.

Ross, Frank Xavier. The World of Medicine. Lathrop, Lee & Shepard Co., Inc., 419 Park Avenue, S. New York 16, New York, 1963, $3.00, (8 and up). The book is useful to the young person interested in a medical career. The author surveys medical history, discusses the training and high school preparation for premedical work and the personal attributes necessary for the would-be doctor.

Starrett, Robert S. Find a Career in Medicine. G. P. Putnam's Sons, Inc., 210 Madison Avenue, New York 16, New York, 1960, $2.95, (6-9). The helpful vocational guide emphasizes the current trend in medical education, a broad liberal background.

Policemen and Firemen

Chamberlin, Jo Hubbard. Careers in the Protective Services; (Careers for Tomorrow Series). Walck, 1963, Henry Z. Walck, Inc., Publishers, 101 Fifth Avenue, New York 3, New York, $3.50, (8 and up). Chapters are devoted to municipal, county, and state police; firefighters; and guards, watchmen, and security officers.

Colby, C. B. Police: The Work Equipment and Training of Our Finest. Coward-McCann, Inc., 210 Madison Avenue, New York 16, New York, 1954, $2.25, (4-8). Photographs are included of policemen looking for narcotics, bomb disposal trucks, equipment for photographing fingerprints, officers capturing criminals at gunpoint, police gadgets, weapons, and other devices.

Policemen and Firemen (Cont.)

Floherty, John J. Behind the Silver Shield; revised ed., J. B. Lippincott Company, E. Washington Square, Philadelphia 5, 1960, $4.00, (7 and up). The examples of the police at work emphasize society's dependence on police protection, the necessity of crime prevention, and the fact that crime doesn't pay.

McGrady, Mike. Crime Scientist. J. B. Lippincott Company, E. Washington Square, Philadelphia 5, 1961, $3.25, (7-9). An account of modern crime detection is written in conversational style. The author takes the reader first to the scene of the crime and then to the library to describe the techniques, equipment, and procedures used by crime scientists.

Zoo

Bridge, William. Zoo Expeditions. William Morrow and Company, Inc., Publishers, 425 Park Avenue, S. New York 16, New York, 1954, $3.95, (7 and up). Informative, interesting, unusual information about the exciting business of collecting animals is presented.

INDUSTRY

Construction

Bradley, Duane. Engineers Did It! J. B. Lippincott Company, E. Washington Square, Philadelphia 5, 1958, $2.95, (5-7). The interesting book includes accounts of engineering feats through the ages and the tools and machines used to produce them.

Coy, Harold. Engineers and What They Do. Franklin Watts, Inc., 575 Lexington Avenue, New York 22, New York, 1961, $3.95, (7-9). The book is useful for vocational guidance since it gives a good picture of the scope and variety of engineering.

Nourse, Alan Edward and Webbert, James C. So You Want to Be an Engineer. Harper & Brothers, 49 E. 33rd Street, New York 16, New York, 1962, $3.50, (unior high and up). The career book describes the kind of work done by a professional engineer, his qualifications, and his educational requirements.

Wells, Robert. What Does a Civil Engineer Do? Dodd, Mead & Company, Inc., 432 Park Avenue, S. New York 16, New York, 1960, $2.50, (3-7). Large photographs depict civil engineers on the job. A brief text describes the work involved.

Machines and Inventions

Evans, Oliver. Inventors of the World. Frederick Warne Company, Inc. 210 Fifth Avenue, New York 10, New York, 1962, $2.95, (6-9). The brief sketches of 15 inventors emphasize the inventors' work rather than their lives.

Machines and Inventions (Cont.)

Neal, Harry Edward. From Spinning Wheel to Spacecraft. Julian Messner, Inc., Publishers, 8 W. 40th Street, New York 18, New York, 1964, $3.95, (7-10). The development of modern industry is traced from the spinning wheel to new machines of the atomic age. Major inventions in the textile manufacture, transportation, agriculture, and communication are discussed.

Manufacturing and Mining

Buehr, Walter. Underground Riches: The Story of Mining. William Morrow and Company, Inc., Publishers, 425 Park Avenue, S. New York 16, 1958, $2.78, (5-9). Both metals and nonmetalic minerals are mined as are precious and semi-precious stones. The important metals are listed and their formation is explained.

Jupo, Frank. Nothing to Wear But Clothes. E. P. Dutton & Company, Inc., 300 Park Avenue, S. New York 10, New York, 1953, $2.75, (5-8). Clothes from bearskins and palm leaves to space suits are included in this report of how our clothes are made and how the styles have developed.

Lent, Henry B. From Trees to Paper: The Story of Newsprint. The MacMillan Company, Publishers, 60 Fifth Avenue, New York 11, New York, 1952, $3.95, (5-8). The author describes his visits to the forests and the mill as he follows the making of newsprint.

Business

Anderson, Ruth I. Secretarial Careers. Henry Z. Walck, Inc., Publishers, 101 Fifth Avenue, New York 3, New York, 1961, $3.50, (8 and up) (Careers for Tomorrow). The author describes the duties involved in all kinds of clerical, secretarial, and stenographic jobs. Various types of specialized work, needed training and qualifications, and advantages and disadvantages are discussed.

Ashworth, John. Careers in Accounting; (Careers for Tomorrow Series). Henry Z. Walck, Incorporated Publishers, 101 Fifth Avenue, New York 3, New York, 1963, $3.50, (7 and up). Specific information is presented; the need for training is stressed.

Mann, Roland. Careers in Business Management; (Careers in Business for Tomorrow Series). Henry Z. Walck, Inc. Publishers, 101 Fifth Avenue, New York 3, New York, 1963, $3.50 (7 and up). The opportunities, demands, and benefits as well as the need for education at all levels are stressed.

Science

Braidwood, Robert J. Archeologists and What They Do. Franklin Watts, Inc., 575 Lexington Avenue, New York 22, New York, 1960, $3.95, (8 and up). The informative book gives details from the "dig" to the return to the laboratory with the object found.

Science (Cont.)

Chamberlin, Jo Hubbard. Careers for Social Scientists. Henry Z. Walck, Inc., Publishers, 101 Fifth Avenue, New York 3, New York, 1961, $3.50, (8 and up). The author describes careers in anthropology, history, political science, economics, and sociology. Training, qualifications, and salaries are considered.

Cheney, Cora and Partridge, Ben. Underseas! The Challenge of the Deep Frontiers. (Challenge Books) Coward-McCann, Inc., 210 Madison Avenue, New York 16, New York, 1961, $2.95, (5-9). A report on undersea exploration and research describes the adventures of men who have explored the world below the sea.

Fox, William W. Careers in the Biological Sciences; (Careers for Tomorrow Series). Henry Z. Walck, Inc., Publishers, 101 Fifth Avenue, New York 3, New York, 1963, $3.50, (7-9). This book includes descriptions of careers in wildlife service from micropaleontology and silviculture.

Fox, William, and Wells, Samuel. From Bones to Bodies. Henry Z. Walck, Inc., Publishers, 101 Fifth Avenue, New York 3, New York, 1959, $3.00, (5-8). A book about the way paleontologists work. Examples of the detective-type procedures in identifying prehistoric animals.

Wachs, Theodore. Careers in Research Science. (Careers for Tomorrow). Henry Z. Walck, Inc., Publishers, 101 Fifth Avenue, New York 3, 1961, $3.50, (8 and up). The advantages and disadvantages of industrial, government, and academic jobs are discussed. Research work in each of the major divisions of the physical sciences--chemistry, physics, mathematics, and astronomy are briefly reviewed.

Watson, Jane W. The World of Science. Golden Press, Inc., 850 Third Avenue, New York 22, 1958, $5.00, (6-9). Scientists at work in the challenging fields of geology, astronomy, mathematics, chemistry, biology, and engineering are discussed.

Undersea Diving

Floherty, John J. Deep Down Under. J. B. Lippincott Company, E. Washington Square, Philadelphia 5, 1953, $3.75, (7 and up). Each of the seven chapters in this book contains a report of the different kinds of work done by divers all over the world, told by various people who are involved.

TRANSPORTATION

Air Travel

Beitler, Stanley. Rockets and Your Future. Harper & Brothers, 49 E. 33rd Street, New York 16, New York, 1961, $3.50, (6-9). Of more importance than the author's very sketchy review of rocket fundamentals is his advice on how to prepare for a career in rocketry, jet propulsion, or astronautics.

Coombs, Charles I. Airmen and What They Do. Franklin Watts, Inc., 575 Lexington Avenue, New York 22, New York, 1958, $3.95, (7-9). A realistic account is presented of the amount and kinds of preparation and training needed by men and women to qualify for the many exciting careers in aviation.

Motor Vehicles

Buehr, Walter. Trucks and Trucking. G. P. Putnam's Sons, Inc., 210 Madison Avenue, New York 16, New York, 1956, $2.75, (3-7). From a history of the development of trucking, the author turns to a description of the organization, the equipment, the duties, and the regulations of the trucking business today.

Neyhart, Louise. Henry Ford, Engineer. Houghton Mifflin Company (Riverside Press, Cambridge) 2 Park Street, Boston 7, Mass., 1950, $3.75, (7-9). This biography of Henry Ford includes the expansion of American industry and transportation.

Ships

Elting, Mary. Ships at Work, Harvey House, Inc., Publisher, Irvington-Hudson New York, 1962, (3-7). Life on an Atlantic cargo freighter is described by the activities of Jim, an able-bodied seaman. Seagoing terminology is introduced in text and labeled in diagrams.

Trains

Bethers, Ray. Perhaps I'll Be a Railroad Man. E. P. Dutton and Company, Inc., 300 Park Avenue, S. New York 10, New York, 1951, $2.95, (5-8). A brief but effective summary of all phases of railroading is presented with emphasis on vocational aspects.

Elting, Mary. Trains at Work. Harvey House, Inc., Publisher, Irvington-Hudson, New York, 1962, (3-7). The factual information about the operation of trains is presented through clear pictures and single text.

Zaffo, George. Your Freight Trains. Doubleday & Company, Inc., 575 Madison Avenue, New York 22, New York, 1958, $2.50, (4-8). A colorful comprehensive book presents accurate and detailed pictures and text about freight trains and freight yard information.

General

Coombs, Charles I. Wheels, Wings, and Water: The Story of Cargo Transport. The World Publishing Company, 2231 W. 110 Street, Cleveland 2, Ohio, 1963, $4.95, (7 and up). The development of facilities, vehicles, and techniques of cargo transportation is described.

COMMUNICATION

Journalism

Floherty, John. Get That Story: Journalism--Its Lore and Thrills. Lippincott Company, E. Washington Square, Philadelphia 5, 1964 (revised), $3.95, (7-9). The reader is given a brief history of newspapers, the work and place of rural and city newspapers, tips on how to enter the field, and a description of the various departments that make up a newspaper.

Journalism (Cont.)

Ryan, Leonard and Bernard, Jr. So You Want to Go Into Journalism. Harper & Brothers, 49 E. 33rd Street, New York 16, 1962, $3.50, (7 and up). The possibilities for a future both in newspaper and magazine work are considered.

Yates, Elizabeth. Someday You'll Write. E. P. Dutton & Company, Inc. 300 Park Avenue, S. New York 10, 1962, $2.75, (6-9). The author writes about the tools of writing, the need for observation and research, and good writing habits. Gives sound advice on creative writing.

Telephone

Buchheimer, Naomi. Let's Go to the Telephone Company. G. P. Putnam's Sons, Inc., 210 Madison Avenue, New York 16, 1958, $1.95, (5-7). The parts of the telephone and various telephone systems in use are explained in this behind-the-scenes story-glossary.

Television

Bendick, Jean and Robert. Television Works Like This. McGraw-Hill Book Company, Inc., 330 W. 42nd Street, New York 36, New York, 1959, (3rd edition), $2.75, (4-8). A behind-the-scenes view is presented of the principles, mechanics, and personnel involved in broadcasting a television program.

Hogben, Lancelot. The Wonderful World of Communication. Doubleday and Company, Inc., 575 Madison Avenue, New York 22, New York, 1959, $2.95, (5-8). Author gives explanations of writing, printing, telegraphy, television, and sorting manikins.

General

Cohn, Angelo. Careers with Foreign Languages; (Careers for Tomorrow Series). Henry Z. Walck, Inc., Publisher, 101 Fifth Avenue, New York 3, New York, $3.50, (7 and up). A short history describes the development of the field with specific information on career possibilities.

FEDERAL GOVERNMENT AND SERVICES

Conservation and Wildlife Services

Colby, C. B. Fish and Wildlife: The Story of the Work of the U. S. Fish and Wildlife Service. Coward-McCann, Inc., 210 Madison Avenue, S. New York 16, 1955, $2.25, (4-8). This important government service protects and conserves the wild birds, animals, and fish of our country.

Colby, C. B. Park Ranger: The Work, Thrills, and Equipment of the National Park Rangers. Coward-McCann, Inc., 210 Madison Avenue, S. New York 16, 1955, $2.50, (4-8). The author outlines what life is like for a ranger in one of our great National Parks.

Colby, C. B. Snow Surveyors. Coward-McCann, Inc., 210 Madison Avenue, S. New York 16, 1959, $2.50, (4-8). An authentic account is given of the work of Soil Conservation Service expert surveyors studying the snow for information to help defend against flood and drought.

Floherty, John J. Forest Ranger. J. B. Lippincott Company, E. Washington Square, Philadelphia 5, Penn., 1956, $3.95, (6-9). Exciting anecdotes from the heroic lives of forest rangers are told by the author.

Harrison, C. William. Forest Fire Fighters and What They Do. Franklin Watts, Inc., 575 Lexington Avenue, New York 22, New York, 1962, $3.95, (6-8). The book presents a description of the duties and responsibilities of professional and volunteer fire fighters, explains fire-fighters, explains fire-fighting techniques, and discusses careers in forestry.

Hyde, Wayne. What Does a Forest Ranger Do. Dodd, Mead & Company, Inc., 432 Park Avenue, S. New York 16, New York, 1964, $2.57, (7-10). The personal qualifications and educational requirements for the different kinds of jobs performed by forest rangers are described.

Perry, John and Jane G. Foresters and What They Do. Franklin Watts, Inc., 575 Lexington Avenue, New York 22, New York, 1963, $3.95, (7-12). Information about forestry as a career including those of the consulting forester, rangeland manager, industrial forester, and wildlife manager are described.

Smith, Jean. Find a Career in Conservation; illustrated by photographs. G. P. Putnam's Sons, Inc., 210 Madison Avenue, New York 16, New York, 1959, $2.75, (6-9). The preparation for and work of a large variety of conservationists is related by the author.

Military Services

Anderson, William R. (Commander, USN). First Under the North Pole; illustrations by photographs. The World Publishing Company, 2231 W. 110 Street, Cleveland 2, Ohio, 1959, $2.75, (3-8). The famous voyage of the Nautilus is recounted by the man who led the expedition. The reader catches the excitement of the project and learns about an atomic submarine.

Bengaust, Enik and Foss, William O. Coast Guard in Action. G. P. Putnam's Sons, Inc., 210 Madison Avenue. New York 16, New York, 1963, $2.95, (5-9). The training for the Coast Guard along with a wide variety of activities for which the Coast Guard is responsible are described in an interesting and informative manner.

Colby, C. B. Air Force Academy: Cadets, Training, and Equipment. Coward-McCann, Inc., 210 Madison Avenue, S. New York 16, New York, 1962, $2.50, (3-7). A trip through the newest service academy in Colorado gives a description of various phases of cadet life and training and something of the academy and its equipment.

Colby, C. B. Danger Fighters: Men and Ships of the U. S. Coast Guard. Coward-McCann, Inc., 210 Madison Avenue, S. New York 16, 1953, $2.50, (6-9). The story and photographs of the equipment and men of the U. S. Coast Guard present interesting information.

Colby, C. B. Frogmen: Training, Equipment, and Operations of Our Navy's Undersea Fighters. Coward-McCann Inc., 210 Madison Avenue, S. New York 16, New York, 1954, $2.50, (4-8). Brief text and large photographs explain the work, training, and equipment of the Navy Underwater Demolition Teams.

Colby, C. B. Our Space Age Navy: Carriers, Aircraft, Submarines, and Missiles. Coward-McCann Inc., 210 Madison Avenue, New York 16, 1962, $2.50. Various types of equipment and latest ships are discussed.

Coombs, Charles I. Aerospace Pilot. William Morrow & Company, Inc., Publishers, 425 Park Avenue, S. New York 16, New York, 1964, $3.95 (6-9). Every phase of training from entrance into Officers Training School to eventual career as a full-fledged test pilot flying the X-15 are described.

Engeman, Jack. U. S. Air Force Academy: The Life of a Cadet. Lothrop, Lee & Shepard Company, Inc., 419 Park Avenue, S. New York 16, New York, revised 1962, $3.50, (5-9). A pictorial presentation is given of the training and daily life of the cadets.

Hyde, Wayne. What Does a Parachutist Do? Dodd, Mead, and Company, Inc., 432 Park Avenue, S. New York 16, New York, 1960, $2.50, (3-7). The thrills and dangers, the vigorous training, and the applications to modern warfare make interesting reading.

Lent, Henry Bolles. Submariner: The Story of Basic Training at the Navy's Famed Submarine School. The MacMillan Company, Publishers, 60 Fifth Avenue, New York 11, New York, 1962, $3.00, (7-9). A description is presented of an 18-year-old seaman going through the successive stages of his eight-week training course at the U. S. Naval Submarine Base in New London, Connecticut.

Peace Corps

Whittlesey, Susan. U. S. Peace Corps: The Challenge of Good Will. Coward-McCann, Inc., 210 Madison Avenue, S. New York 16, New York, 1963, $2.95, (7-9). Through brief accounts of on-the-job experiences and photographs, this book brings to light objectives and activities of the corps and the qualifications and training of members.

Secret Service

Whitehead, Don. The FBI Story. (A Young Reader's Edition), Random House, Inc., 33 W. 60th Street, New York 23, New York, 1963, $3.95, (6-9). Adapted from adult book of same title. The book reviews a number of cases to illustrate the crime-fighting techniques employed by the FBI.

General as Public Servant

Botter, David. Politicians and What They Do. Franklin Watts, Inc., 575 Lexington Avenue, New York 22, New York, 1960, $3.95, (7 and up). Various positions and offices and the career of the public servant are discussed.

JOB DESCRIPTION

COMPUTER OPERATOR

Basic Function:

Operates a computer and maintains operating records in a small business. This operator would work from 4 p.m.–12 midnight.

Principal Responsibilities and Duties:

1. Operates a computer comprised of a central console unit and attached components. Manipulates controls to re-arrange program steps either to correct computational errors or to continue operations when individual units of the system malfunction.
2. Maintains operating records such as machine performance logs, tape operation sheets and production reports.
3. Reviews magnetic tape labels to prevent the loss of data.
4. Reports status of assignments and machine operation deviations and deficiencies to supervisor.

Job Specifications and Requirements:

Education—High School Graduate with aptitude for computer operation.

Experience—None required.

Initiative—Under immediate supervision, with short assignments of work at frequent intervals and a regular check of performance. Simple routine duties requiring little individual judgment.

Accuracy—Probable errors can be easily and quickly detected and would result only in minor clerical expense for correction.

Contacts—Little or no contacts except with immediate associates and own supervisor.

APPLICANT DESCRIPTION

Position: Computer Operator

Name: Louis Lopez

Referred by:

Louis' brother works in this small company and he seems to like it, so Louis called to inquire if there were any openings. Some months ago he applied and was told there were no openings at that time. Yesterday he was called for an interview.

Personal:

Louis is an excellent and conscientious operator, but he cannot seem to adjust to working the third shift (12 midnight-8 a.m.). His wife worries, too, when he comes in late at night.

APPLICANT DESCRIPTION

Position: Computer Operator

Name: Ken Garber

Referred by:

The California Employment Service suggested Ken apply for this job in this small company. He visited this state employment service in search of a job back in November and has been interviewed for about 10 jobs since then.

Personal:

Ken has been unemployed for months. Unfortunately, he hadn't considered any other job possibilities when he left his job. His life at home is comfortable and his job-hunting is done only occasionally. Recently he became bored and is beginning to be anxious to return to a work schedule.

JOB DESCRIPTION

DETAIL ASSISTANT (FASHION)

Basic Function:

Performs a variety of duties including processing orders and maintaining related records. Assists Fashion Distributor in compiling information and materials.

Principal Responsibilities and Duties:

1. Maintains various merchandise records of all buys, color and size breakdowns, re-orders, markups, records of merchandise delivery dates into warehouse, quantity shipped, etc.
2. Assists in compiling materials and information for meetings by requesting, assembling, and tagging garment samples to be shown.
3. Corresponds with Distribution Centers on deviations in shipments and performs related duties such as matching Receiving Sheets with order copies, and attaching sales tickets.
4. Communicates with vendors regarding appointment schedules, deliveries, shipping information, market cancellations and related matters.

Job Specifications and Requirements:

Education—Graduate of fashion school or 2-year college with Merchandise major or equivalent experience.

Experience—No experience required.

Initiative—Under direction where a definite objective is set up and the employee plans and arranges his own work, referring only unusual cases to supervisor.

Accuracy—Probable errors may be serious involving a considerable loss of time for herself and the Distribution Department. This results in a hold-up of work and affects more than immediate department. Most of the work not subject to verification or check.

Contacts—Regular contacts with other departments, furnishing or obtaining information or reports, requiring tact to avoid friction.

APPLICANT DESCRIPTION

Position: Detail Assistant (Fashion)

Name: Maritza (Marie) Diaz

Referred by:

Marie had seen an ad in the newspaper saying that Jobs, Inc. had many new listings. After two interviews with Jobs, Inc. they sent her to this interview. She signed a paper saying that she would pay Jobs, Inc. one-half of one month's salary after three months if she got the job.

Personal:

Marie has held only one other job so she is very nervous at this interview.

APPLICANT DESCRIPTION

Position: Detail Assistant (Fashion)

Name: Carol Erickson

Referred by:

The bulletin board of Toby's School for Fashion had a notice describing this job. Although Carol does not have her 2-year certificate from the school as yet which is required for the job, she feels that her experience on the job will help her.

Personal:

Carol is considering dropping out of the fashion school because there's so much work. She won't indicate this in the interview, however. One of the reasons she left the university after one year was because her social life kept her from getting passing grades. She does love fashion and design and is very creative.

LETTERS OF APPLICATION

Many of the jobs of which you will be applying will require a letter of application. There are certain types of information that are expected to be found in all letters of application. One of the most common sources of jobs is the daily newspaper.

Specific Assignment: Write a letter of application applying for one of the following jobs.

Job #1: Needed at once, busboy for busy restaurant, 3-11 shift, must be neat and clean, able to work weekends. Will consider girl for this position. Send letter to Box 1429, Register Guard.

Job #2: Parking lot attendant needed at once. Must have valid drivers license and clean driving record. No smokers or drug users will be considered for this job. An Equal Opportunity Employer, send letter to Register Guard, Box 820.

Job #3: Life guard at private club. Must be certified life guard and able to work weekends. Will consider either boys or girls. Applicants must be neat and clean. Send letter to Register Guard, Box 684.

There are eight parts to a letter of application. Your letter should include all eight parts.

Part I: Purpose of letter (why are you writing letter)

II: Personal information about yourself (age, marital status, etc.)

III: Education: Schools attended, how long certificates and degrees earned

IV: Your work expereince - previous employers, jobs held, etc.

V: Other pertinent information about yourself

VI: References - at least three people who can vouch for you, your character and work experience

VII: Request an interview and give your phone number

VIII: Personal signature required

A letter of application must be as nearly perfect grammatically as you can make it. Many times it is the first impression a prospective employer gets of you.

It should either be written in ink or typed

On the next page is a sample letter of application applying for Job #2. Your letter should follow the same organizational pattern.

WRITING A RESUME

When one has decided to apply for a job, it is a good idea to prepare a personal data sheet or resume. An applicant should compose the resume carefully...it should present a brief introduction of his qualifications to an interviewer. When planning to apply for several different types of jobs, it is a good idea for one to prepare a different resume for each job or type of job. That way, the qualities one has that are particularly valuable for each job can be emphasized.

The resume should be as concise and direct as possible. It should be typed or printed on one sheet of plain white paper. It should be carefully prepared because it represents you and on one sheet to show everything at a glance.

THE RESUME SHOULD INCLUDE:

- Name, address, telephone number
- Age, education
- Summary of work experience including description of job plus name and address of employer
- Job objective—job wanted and why
- Name, address and telephone numbers of two or three persons who have agreed to provide personal references.

Many times other types of information may be included in a resume. Listings of hobbies, special interests, knowledge of foreign languages and extracurricular school activities are also of interest to employers.

SAMPLE RESUME

Archie Dale
234 Valley Road
Deemerville, New York 12345

Age: 21 (born July 8, 1950)

Job Objective

Auto Mechanic, Service Department
Deemerville Auto Sales

Work Experience

Part-time during school year
Full-time during summers
1966-1968

Service Station Attendant for Taylor's Service Station, 100 Main Street, Deemerville, New York
358 - 1100

June, 1968 - Present

Service Station Attendant and Mechanic for A.B. Vickers Auto Shop
200 Second Street, Deemerville, New York
358 - 2111

Education

Graduate of Deemerville High School
Class of 1968

Extracurricular Activities

1966 - 68
1968

Member Varsity Tennis Team
Outstanding Achievement Award in Auto Shop

Hobbies

Camping, Sports, Cars

Special Skills

Automobile Mechanic (special interest in foreign made cars)

Personal References

Mr. Harvey Tucker
Auto Shop Teacher
Deemerville High School
358 - 0990

Mr. John James
888 Fourth Street
Deemerville, N.Y.
358 - 1112

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

DATE _____ SOCIAL SECURITY NUMBER _____

NAME _____ (LAST) (FIRST) (MIDDLE) AGE** SEX**

PRESENT ADDRESS _____ (STREET) (CITY) (STATE)

PERMANENT ADDRESS _____ (STREET) (CITY) (STATE)

PHONE NO. _____ OWN HOME _____ RENT _____

DATE OF BIRTH** _____ HEIGHT _____ WEIGHT _____ COLOR OF HAIR _____ COLOR OF EYES _____

MARRIED _____ SINGLE _____ WIDOWED _____ DIVORCED _____ SEPARATED _____

NUMBER OF CHILDREN _____ DEPENDENTS OTHER THAN WIFE OR CHILDREN _____ *CITIZEN OF U.S.A. YES ( ) NO ( )

IF RELATED TO ANYONE IN OUR EMPLOY, STATE NAME AND DEPARTMENT _____ REFERRED BY _____

EMPLOYMENT DESIRED

POSITION _____ DATE YOU CAN START _____ SALARY DESIRED _____

ARE YOU EMPLOYED NOW? _____ IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER _____

EVER APPLIED TO THIS COMPANY BEFORE? _____ WHERE _____ WHEN _____

EDUCATION	NAME AND LOCATION OF SCHOOL	YEARS ATTENDED	DATE GRADUATED	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL				

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK _____

*WHAT FOREIGN LANGUAGES DO YOU SPEAK FLUENTLY? _____ READ _____ WRITE _____

U. S. MILITARY OR NAVAL SERVICE _____ RANK _____ PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES _____

ACTIVITIES OTHER THAN RELIGIOUS (CIVIC, ATHLETIC, FRATERNAL, ETC.) _____

EXCLUDE ORGANIZATIONS, THE NAME OR CHARACTER OF WHICH INDICATES THE RACE, CREED, COLOR OR NATIONAL ORIGIN OF ITS MEMBERS

*THIS QUESTION MAY NOT BE ASKED IN STATES PROHIBITING SAME.

MADE IN U.S.A.

**NOTE: THIS INFORMATION MAY BE ASKED FOR BUT DISCRIMINATION BECAUSE OF SEX PROHIBITED BY FEDERAL LAW. ALSO DI CRIMINATION BY AGE PROHIBITED BY LAW IN STATES WITH FAIR EMPLOYMENT PRACTICES

(CONTINUED ON OTHER SIDE)

FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST)

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM				
TO				
FROM				
TO				
FROM				
TO				
FROM				
TO				

REFERENCES: GIVE BELOW THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

	NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1				
2				
3				

PHYSICAL RECORD:

LIST ANY PHYSICAL DEFECTS

WERE YOU EVER INJURED? GIVE DETAILS

HAVE YOU ANY DEFECTS IN HEARING? IN VISION? IN SPEECH?

IN CASE OF EMERGENCY NOTIFY

NAME ADDRESS PHONE NO.

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS CAUSE FOR DISMISSAL. FURTHER, I UNDERSTAND AND AGREE THAT MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PREVIOUS NOTICE.

DATE SIGNATURE

DO NOT WRITE BELOW THIS LINE

INTERVIEWED BY DATE

REMARKS:

NEATNESS		CHARACTER	
PERSONALITY		ABILITY	

HIRED FOR DEPT. POSITION WILL REPORT SALARY WAGES

APPROVED: 1. EMPLOYMENT MANAGER 2. DEPT. HEAD 3. GENERAL MANAGER

APPLICATION FOR EMPLOYMENT Computer Operator

PRINT IN INK

DATE OF APPLICATION: 1/12/71

NAME: ☐ MR. ☐ MRS. ☐ MISS — FIRST: Louis — M.I. — LAST: Lopez

SOCIAL SECURITY NO.: 066-3C-0636

TELEPHONE NO.: (714) 458-8136

STREET ADDRESS: 2075 2nd Ave.

CITY: San Diego

STATE: Calif.

ZIP:

*DATE OF BIRTH	HEIGHT	WEIGHT	MARITAL STATUS	AGES OF DEPENDENT CHILDREN	HAS CARE FOR CHILDREN BEEN ARRANGED?	NO. OF OTHER DEPENDENTS	TOTAL TO SUPPORT (INCL. SELF)
10/2/42	5'9"	165	☑ MARRIED ☐ DIVORCED ☐ SINGLE ☐ WIDOWED ☐ SEPARATED	—	☐ YES ☐ NO		2

HAVE YOU EVER BEEN EMPLOYED BY THIS COMPANY	IF "YES", WHERE	WHEN	WHY DID YOU LEAVE?
☐ YES ☑ NO		/ /	

NAME OF RELATIVE WITH THIS COMPANY	LOCATION	POSITION	RELATIONSHIP
Joseph		Maintanence & Repairs	Brother

DESCRIBE YOUR GENERAL HEALTH	HAVE YOU EVER HAD A SERIOUS ILLNESS OR INJURY?	HAVE YOU EVER RECEIVED COMPENSATION FOR INJURIES?	IF "YES", NATURE OF INJURY	WHEN	IS THIS CLAIM SETTLED?
Good	☐ YES ☑ NO	☐ YES ☑ NO		/ /	☐ YES ☐ NO

HAVE YOU EVER HAD TUBERCULOSIS?	HAVE YOU EVER HAD A RUPTURE OR A HERNIA?	IF "YES", WHEN	WAS IT CORRECTED BY OPERATION?	DESCRIBE ANY PHYSICAL LIMITATIONS YOU FEEL SHOULD BE CONSIDERED IN JOB PLACEMENT
☐ YES ☑ NO	☐ YES ☑ NO		☐ YES ☐ NO	

WHAT TYPE OF WORK ARE YOU APPLYING FOR?	WHAT EXPERIENCE HAVE YOU HAD IN THIS TYPE OF WORK?	ARE YOU APPLYING FOR	DATE YOU ARE AVAILABLE TO START
Console Operator	On Console Now	☑ FULL TIME ☐ PART TIME	2/1/71

IF YOU ARE EMPLOYED AT PRESENT, WHY DO YOU WISH TO CHANGE?

Want To Work The Second Shift

HAVE YOU EVER DRAWN UNEMPLOYMENT COMPENSATION? ☐ YES ☐ NO — IF "YES", GIVE DATES

DO NOT WRITE BELOW THIS LINE

EDUCATION

NAME OF SCHOOL	YEARS COMPLETED	YEAR GRADUATED
HIGH SCHOOL: S. Gompers Vocational	3	'60
COLLEGE		
OTHER (NAME OR TYPE)		

* FEDERAL LAW AND A MAJORITY OF STATE LAWS PROHIBIT DISCRIMINATION IN EMPLOYMENT BECAUSE OF AGE, SEX, RACE, COLOR, RELIGION AND NATIONAL ORIGIN.

WORK HISTORY

EMPLOYED FROM MO./YR.	EMPLOYED TO MO./YR.	EMPLOYER START WITH LAST OR PRESENT EMPLOYER	NATURE OF WORK DURING EACH EMPLOYMENT	EARNINGS STARTING	EARNINGS LEAVING	REASON FOR LEAVING
5/68	Pres.	Data Controls 3E. 54 St. S.D.	Console Operator		$140	Still the Re. But I want to work days
3/66	5/68	ABC Global	Console Op.		$115	Rotating Shift
/64	/69	Army Kentucky	Cook			

MAY WE CONTACT THE EMPLOYERS LISTED ABOVE? IF NOT, PLEASE NOTE THOSE YOU DON'T WISH US TO CONTACT.

I understand that; if employed, any misrepresentation of facts on this application is sufficient cause for dismissal. Classification as a regular associate depends upon successfully performing work assigned me during a trial period and upon the further need of my continued employment by the company. The company in considering my application for employment may verify the information set forth on this application and obtain additional information relating to my background. I authorize all persons, schools, companies, corporations, credit bureaus and law enforcement agencies to supply any information concerning my background.

SIGNATURE AS SHOWN ON SOCIAL SECURITY CARD: Louis Lopez

DO NOT WRITE BELOW THIS LINE

APPLICATION FOR EMPLOYMENT Computer Operator

PRINT IN INK

DATE OF APPLICATION: 1 / 11 / 71

NAME	FIRST	M.I.	LAST	SOCIAL SECURITY NO	TELEPHONE NO (A/C)
☐ MR ☐ MRS ☐ MISS	Ken		Gerber	013-22-5618	(714) 275-6455

STREET ADDRESS	CITY	STATE	ZIP
957 Ostrow Ave.	San Diego	Calif	

*DATE OF BIRTH	HEIGHT	WEIGHT	MARITAL STATUS	AGES OF DEPENDENT CHILDREN	HAS CARE FOR CHILDREN BEEN ARRANGED?	NO. OF OTHER DEPENDENTS	TOTAL TO SUPPORT (INCL. SELF)
8/25/47	6'5"	160	☐ MARRIED ☐ DIVORCED ☑ SINGLE ☐ WIDOWED ☐ SEPARATED		☐ YES ☐ NO		

HAVE YOU EVER BEEN EMPLOYED BY THIS COMPANY	IF "YES", WHERE	WHEN	WHY DID YOU LEAVE?
☐ YES ☐ NO		/ /	

NAME OF RELATIVE WITH THIS COMPANY	LOCATION	POSITION	RELATIONSHIP

DESCRIBE YOUR GENERAL HEALTH	HAVE YOU EVER HAD A SERIOUS ILLNESS OR INJURY?	HAVE YOU EVER RECEIVED COMPENSATION FOR INJURIES?	IF "YES", NATURE OF INJURY	WHEN	IS THIS CLAIM SETTLED?
Fine	☐ YES ☑ NO	☐ YES ☑ NO		/ /	☐ YES ☐ NO

HAVE YOU EVER HAD TUBERCULOSIS?	HAVE YOU EVER HAD A RUPTURE OR A HERNIA?	IF "YES", WHEN	WAS IT CORRECTED BY OPERATION?	DESCRIBE ANY PHYSICAL LIMITATIONS YOU FEEL SHOULD BE CONSIDERED IN JOB PLACEMENT
☐ YES ☑ NO	☐ YES ☑ NO		☐ YES ☐ NO	

WHAT TYPE OF WORK ARE YOU APPLYING FOR?	WHAT EXPERIENCE HAVE YOU HAD IN THIS TYPE OF WORK?	ARE YOU APPLYING FOR	DATE YOU ARE AVAILABLE TO START
Computer Op.		☑ FULL TIME ☐ PART TIME	Yest

IF YOU ARE EMPLOYED AT PRESENT, WHY DO YOU WISH TO CHANGE?

HAVE YOU EVER DRAWN UNEMPLOYMENT COMPENSATION?	IF "YES", GIVE DATES
☑ YES ☐ NO	none

DO NOT WRITE BELOW THIS LINE

EDUCATION

	NAME OF SCHOOL	YEARS COMPLETED	YEAR GRADUATED
HIGH SCHOOL	Glendale	3	63
COLLEGE			
OTHER (NAME OR TYPE)	Institute of Computer Tech.		70

* FEDERAL LAW AND A MAJORITY OF STATE LAWS PROHIBIT DISCRIMINATION IN EMPLOYMENT BECAUSE OF AGE, SEX, RACE, COLOR, RELIGION AND NATIONAL ORIGIN.

WORK HISTORY

EMPLOYED FROM MO., YR.	EMPLOYED TO MO., YR.	EMPLOYER START WITH LAST OR PRESENT EMPLOYER	NATURE OF WORK DURING EACH EMPLOYMENT	EARNINGS STARTING	EARNINGS LEAVING	REASON FOR LEAVING
/	/	USIUO	65 6-1		7200	No Advancement
/	/	Roosevelt - Tax	Radio Dispatcher		560	No Advancement
/	/					

MAY WE CONTACT THE EMPLOYERS LISTED ABOVE? IF NOT, PLEASE NOTE THOSE YOU DON'T WISH US TO CONTACT.

I understand that; If employed, any misrepresentation of facts on this application is sufficient cause for dismissal. Classification as a regular associate depends upon successfully performing work assigned me during a trial period and upon the further need of my continued employment by the company. The company in considering my application for employment may verify the information set forth on this application and obtain additional information relating to my background. I authorize all persons, schools, companies, corporations, credit bureaus and law enforcement agencies to supply any information concerning my background.

SIGNATURE AS SHOWN ON SOCIAL SECURITY CARD: Ken Gerber

DO NOT WRITE BELOW THIS LINE

187

APPLICATION FOR EMPLOYMENT Detail Assistant

PRINT IN INK

DATE OF APPLICATION: 7/10/71

NAME: ☐ MR. ☐ MRS. ☑ MISS — FIRST: Carol — M.I. — LAST: Herickson

SOCIAL SECURITY NO.: 450-56-8324

TELEPHONE NO.: (A/C) (___) 812-4072

STREET ADDRESS: 42 Brook Drive

CITY: Stanwich

STATE: Mich.

ZIP: 10023

*DATE OF BIRTH: 6/30/48

HEIGHT: 5'7"

WEIGHT: 137

MARITAL STATUS: ☐ MARRIED ☐ DIVORCED ☑ SINGLE ☐ WIDOWED ☐ SEPARATED

AGES OF DEPENDENT CHILDREN: —

HAS CARE FOR CHILDREN BEEN ARRANGED? ☐ YES ☐ NO

NO. OF OTHER DEPENDENTS:

TOTAL TO SUPPORT (INCL. SELF):

HAVE YOU EVER BEEN EMPLOYED BY THIS COMPANY: ☐ YES ☑ NO

IF "YES", WHERE:

WHEN: / /

WHY DID YOU LEAVE?

NAME OF RELATIVE WITH THIS COMPANY:

LOCATION:

POSITION:

RELATIONSHIP:

DESCRIBE YOUR GENERAL HEALTH: Great

HAVE YOU EVER HAD A SERIOUS ILLNESS OR INJURY? ☐ YES ☑ NO

HAVE YOU EVER RECEIVED COMPENSATION FOR INJURIES? ☐ YES ☑ NO

IF "YES", NATURE OF INJURY:

WHEN: / /

IS THIS CLAIM SETTLED? ☐ YES ☐ NO

HAVE YOU EVER HAD TUBERCULOSIS? ☐ YES ☑ NO

HAVE YOU EVER HAD A RUPTURE OR A HERNIA? ☐ YES ☑ NO

IF "YES", WHEN:

WAS IT CORRECTED BY OPERATION? ☐ YES ☐ NO

DESCRIBE ANY PHYSICAL LIMITATIONS YOU FEEL SHOULD BE CONSIDERED IN JOB PLACEMENT:

WHAT TYPE OF WORK ARE YOU APPLYING FOR? Assistant in fashion

WHAT EXPERIENCE HAVE YOU HAD IN THIS TYPE OF WORK? see below

ARE YOU APPLYING FOR ☑ FULL TIME ☐ PART TIME

DATE YOU ARE AVAILABLE TO START: now

IF YOU ARE EMPLOYED AT PRESENT, WHY DO YOU WISH TO CHANGE?

HAVE YOU EVER DRAWN UNEMPLOYMENT COMPENSATION? ☐ YES ☐ NO

IF "YES", GIVE DATES:

DO NOT WRITE BELOW THIS LINE

EDUCATION

	NAME OF SCHOOL	YEARS COMPLETED	YEAR GRADUATED
HIGH SCHOOL	Whitefish Bay	4	'66
COLLEGE	~~University of Wisconsin~~	1	
OTHER (NAME OR TYPE)	Toby's School for Fashion	1	still the

* FEDERAL LAW AND A MAJORITY OF STATE LAWS PROHIBIT DISCRIMINATION IN EMPLOYMENT BECAUSE OF AGE, SEX, RACE, COLOR, RELIGION AND NATIONAL ORIGIN.

WORK HISTORY

EMPLOYED FROM MO./YR.	EMPLOYED TO MO./YR.	EMPLOYER START WITH LAST OR PRESENT EMPLOYER	NATURE OF WORK DURING EACH EMPLOYMENT	EARNINGS STARTING	EARNINGS LEAVING	REASON FOR LEAVING
3/68	10/8/70	Sports World	Assistant Buyer		$60 wk	Return to school
10/19/69	12/24/69	Napa, Inc.	Assistant Buyer		$100 wk	Work period at school
6/68	8/68	Marie's ~~Dress~~ Dress Shop	Sales		$90	Moved

MAY WE CONTACT THE EMPLOYERS LISTED ABOVE? IF NOT, PLEASE NOTE THOSE YOU DON'T WISH US TO CONTACT.

I understand that; If employed, any misrepresentation of facts on this application is sufficient cause for dismissal. Classification as a regular associate depends upon successfully performing work assigned me during a trial period and upon the further need of my continued employment by the company. The company in considering my application for employment may verify the information set forth on this application and obtain additional information relating to my background. I authorize all persons, schools, companies, corporations, credit bureaus and law enforcement agencies to supply any information concerning my background.

SIGNATURE AS SHOWN ON SOCIAL SECURITY CARD: Carol Herickson

DO NOT WRITE BELOW THIS LINE

APPLICATION FOR EMPLOYMENT DETAIL ASSISTANT (FASHION) PRINT IN INK

DATE OF APPLICATION: 5/8/71

NAME (MR. / MRS. / MISS)	FIRST	M.I.	LAST	SOCIAL SECURITY NO.	TELEPHONE NO.
	MARITZA		DIAZ	112-40-1543	(A/C) (___) 568-4620

STREET ADDRESS	CITY	STATE	ZIP
201 MAINSTREET	PONTIAC	MICH.	

*DATE OF BIRTH	HEIGHT	WEIGHT	MARITAL STATUS	AGES OF DEPENDENT CHILDREN	HAS CARE FOR CHILDREN BEEN ARRANGED?	NO. OF OTHER DEPENDENTS	TOTAL TO SUPPORT (INCL. SELF)
3/25/50	5'5"	130	☐ MARRIED ☐ DIVORCED ☑ SINGLE ☐ WIDOWED ☐ SEPARATED	—	☐ YES ☐ NO		1

HAVE YOU EVER BEEN EMPLOYED BY THIS COMPANY	IF "YES", WHERE	WHEN	WHY DID YOU LEAVE?
☐ YES ☐ NO		/ /	

NAME OF RELATIVE WITH THIS COMPANY	LOCATION	POSITION	RELATIONSHIP
NONE			

DESCRIBE YOUR GENERAL HEALTH	HAVE YOU EVER HAD A SERIOUS ILLNESS OR INJURY?	HAVE YOU EVER RECEIVED COMPENSATION FOR INJURIES?	IF "YES", NATURE OF INJURY	WHEN	IS THIS CLAIM SETTLED?
O.K.	☐ YES ☑ NO	☐ YES ☑ NO		/ /	☐ YES ☐ NO

HAVE YOU EVER HAD TUBERCULOSIS?	HAVE YOU EVER HAD A RUPTURE OR A HERNIA?	IF "YES", WHEN	WAS IT CORRECTED BY OPERATION?	DESCRIBE ANY PHYSICAL LIMITATIONS YOU FEEL SHOULD BE CONSIDERED IN JOB PLACEMENT
☐ YES ☑ NO	☐ YES ☑ NO		☐ YES ☐ NO	

WHAT TYPE OF WORK ARE YOU APPLYING FOR?	WHAT EXPERIENCE HAVE YOU HAD IN THIS TYPE OF WORK?	ARE YOU APPLYING FOR	DATE YOU ARE AVAILABLE TO START
ASSISTANT - FASHION	NONE	☑ FULL TIME ☐ PART TIME	NOW

IF YOU ARE EMPLOYED AT PRESENT, WHY DO YOU WISH TO CHANGE?

NOT EMPLOYED

HAVE YOU EVER DRAWN UNEMPLOYMENT COMPENSATION?	IF "YES", GIVE DATES
☐ YES ☐ NO	

DO NOT WRITE BELOW THIS LINE

EDUCATION

	NAME OF SCHOOL	YEARS COMPLETED	YEAR GRADUATED
HIGH SCHOOL	ANNUNCIATION		'68
COLLEGE	ENGLEWOOD JR. COLLEGE		'70
OTHER (NAME OR TYPE)	(LIB. ARTS)		

* FEDERAL LAW AND A MAJORITY OF STATE LAWS PROHIBIT DISCRIMINATION IN EMPLOYMENT BECAUSE OF AGE, SEX, RACE, COLOR, RELIGION AND NATIONAL ORIGIN.

WORK HISTORY

EMPLOYED FROM MO./YR.	EMPLOYED TO MO./YR.	EMPLOYER (START WITH LAST OR PRESENT EMPLOYER)	NATURE OF WORK DURING EACH EMPLOYMENT	EARNINGS STARTING	EARNINGS LEAVING	REASON FOR LEAVING
6/67	9/67	GLAUBER'S GIFTS	SALES GIRL		$2 HR.	JUST A SUMMER JOB
/	/					
/	/					

MAY WE CONTACT THE EMPLOYERS LISTED ABOVE? IF NOT, PLEASE NOTE THOSE YOU DON'T WISH US TO CONTACT.

I understand that; If employed, any misrepresentation of facts on this application is sufficient cause for dismissal. Classification as a regular associate depends upon successfully performing work assigned me during a trial period and upon the further need of my continued employment by the company. The company in considering my application for employment may verify the information set forth on this application and obtain additional information relating to my background. I authorize all persons, schools, companies, corporations, credit bureaus and law enforcement agencies to supply any information concerning my background.

SIGNATURE AS SHOWN ON SOCIAL SECURITY CARD: MARITZA DIAZ

DO NOT WRITE BELOW THIS LINE

EVALUATION OF MATERIAL BY TEACHER USING THE GUIDE

This form may be completed during the school year as each assignment is completed or may be done at the conclusion of the course, either nine weeks or semester in length. The completed evaluation should be mailed to the Coordinator of Vocational Education, District 4J.

Type of Assignment	Used	Not used	Was it Effective (yes or no)	Comments by the Teacher
Small and Large Group Activities				
Communication Lab				
Lost On The Moon				
Others In Your Life				
Modeling Techniques				
How Do You Measure Up				
Physical Characteristics				
Health Record				
Autobiography				
Personal Data Sheet				
Aptitude Tests (Gatb, Etc.)				
My Classes				
Island of the Forgotten				
Personality Assess				
Self Study in Personality				

Type of Assignment	Used	Not used	Was it Effective (yes or no)	Comments by the Teacher
Value Sheet #1				
Value Sheet #2				
Value Sheet #3				
Conflict				
Kuder Interest Survey				
Student Scrapbook				
Life Raft				
Intelligence-Mental Abilities				
Philosophy of Life				
Coat of Arms				
Work Value Inventory				
How Do You Feel About Work				
20 Things I Love to Do				
Inside versus Outside Me				
Me At Age 25				
Getting Acquainted				
Sociogram				

Type of Assignment	Used	Not used	Was it Effective (yes or no)	Comments by the Teacher
Interest Check List				
Others Look at YOU				

PART II, OCCUPATIONAL EXPLORATION

Movies - Indicate approximately how many movies you used

Computer Terminal - A brief statement on your usage of the terminal in your building

Guest Speakers - List (if possible) names and subjects of Guest Speakers that you found useful

Field Trips - Indicate the ones that you took and comment on their effectiveness

Materials	Used	Not used	Was it Effective	Comments by the Teacher
Book Reports				
Career Reports				
Letters of Application				
Job Resumes'				
Application Blanks				
Consumer Education Material				
Project in Economics				

Indicate here any material that you personally developed that is not a part of the teacher guide. (Please enclose one copy)

WRITTEN EVALUATION OF TEACHER GUIDE Write a statement in which you evaluate the effectiveness of the teaching guide in helping you reach your determined goals and objectives in the areas of self-understanding and career exploration. In what areas does the guide need improvement? What suggestions would you make for further workshops in this subject matter? Do you personally feel satisfied with your own program?

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END